Misterton Primary and Nursery School

Intent, Implementation and Impact in Music

Intent	Implementation	Impact
• For all children to develop a love of music and see themselves as musicians. • For all children to develop confidence in performing, composing, listening and appraising music. • For all children to explore and appreciate a wide range of musical genres, traditions, styles and cultures. • For all children to develop an understanding of the inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture and structure. • For all children to develop musical vocabulary and communicate their understanding through discussion, performance and reflection. • For all children to develop creativity, self-expression and imagination through musical experiences. • For all children to understand the significance of music within different cultures, communities and historical periods. • For all children to develop resilience, perseverance and confidence through practising, rehearsing and performing.	• All children receive regular weekly music lessons. • Music is taught through the Kapow Primary Music Scheme, which provides a progressive and ambitious curriculum aligned to the National Curriculum. • Music teaching follows a clear and progressive curriculum that develops knowledge, skills and understanding across all year groups. • EYFS children develop musical skills through singing, rhythm, movement, imaginative play and exploration within Expressive Arts and Design. • Children are provided with opportunities to sing regularly and develop their vocal confidence. • Children play both tuned and untuned instruments and develop increasing accuracy and control. • Opportunities are provided for children to compose, improvise, perform and evaluate music. • Children listen to and appraise a wide range of music from different genres, cultures, traditions and historical periods. • Musical vocabulary is explicitly taught, modelled and revisited throughout lessons.	• Children enjoy music and participate enthusiastically in musical activities. • Children develop confidence in performing, composing, listening and appraising music. • Children can discuss music using appropriate musical vocabulary. • Children demonstrate increasing accuracy, control and fluency when singing and playing instruments. • Children create, refine and perform their own musical ideas with growing confidence. • Children show an appreciation and understanding of different musical genres, traditions and cultures. • Children reflect on their own performances and identify ways to improve. • Children develop creativity, resilience and self-confidence through musical experiences. • Children work collaboratively and respectfully when performing and creating music. • Children understand how music contributes to cultural identity and community. • Children know that music can help them to Take Care of themselves.

• For all children to recognise the value of music in their own lives, wellbeing and future opportunities. • For all children to embody the school's values of Taking Care and Bee Exceptional through collaboration, creativity, respect and aspiration.	• Opportunities for discussion, reflection and evaluation are embedded within music lessons to support oracy development. • Children are encouraged to express opinions about music and justify their responses using appropriate musical terminology. • Children learn how music can communicate feelings, ideas, stories and cultural traditions. • Whole-school singing assemblies, performances, celebrations and special events provide opportunities for children to perform and share their musical learning. • Music is used across the wider curriculum and school day to enrich learning and cultural understanding. • Teachers provide support, challenge and opportunities for success for all children regardless of starting point or musical experience. • A positive culture for music is promoted throughout the school where participation, creativity and enjoyment are valued. • Vocabulary displays, visual prompts and practical experiences support children's understanding and progression. • Assessment is ongoing and informs future teaching and learning.	• Children take pride in their musical achievements and are willing to share their work with others. • Skills progression is evident across the school through performances, pupil voice, lesson visits and recorded outcomes. • All groups of learners make progress from their individual starting points. • Monitoring, pupil interviews, performances and assessment outcomes demonstrate a high-quality and continually improving music curriculum.