

Misterton Primary School

Intent, Implementation and Impact in Music

Intent	Implementation	Impact
* For pupils to develop a wide repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. * For pupils to develop a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. * For pupils to develop awareness and appreciation of different musical traditions and genres including the works of the great composers and musicians. * For pupils to develop an understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. * For pupils to develop precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.	*All pupils will have regular weekly Music lessons. These might be as one lesson, or broken down into several lessons across a term. *To create a positive culture towards music in school, where it is promoted and enjoyed for all pupils. *All pupils will be encouraged to develop their own musical style through exploration and experimentation. * Opportunities will be provided for pupils to listen to a range of musical genres e.g. at the start of the school day, through assemblies, while working and for pleasure. * All pupils take part in whole school singing assemblies, celebrations, performances and key events through the year. * Pupils in Y4, 5 & 6 take part in 'Young Voices' yearly. * Units of work are planned around A&C Black Music Express. * EYFS to learn about music through singing a range of well - known nursery rhymes and songs and when appropriate, try to move in time with music through their work on 'Being Imaginative and Expressive'.	* Pupils will be able to play tuned and un-tuned instruments. * Pupils are able to express themselves through music. * Pupils will be able to have an appreciation for music and say what they like or dislike about it. * Pupils will confidently perform to an audience. * Pupils will create and perform musical ideas, evaluate performance and make improvements. * Pupils will be reflective on music they hear and appreciate musical elements. * Pupils develop positive attitudes towards music, different genres and cultures. * Pupils develop an understanding of musical elements, how music is constructed, how to represent musical through signs and symbols and read musical notation. * Pupils will be able to talk about their work, celebrate their achievements, evaluate their work and discuss their next steps. * Pupils social skills develop through collaborative work. * Pupils have the opportunity to feedback and receive feedback, which allows them to celebrate their

* For pupils to develop a passion for and commitment to a diverse range of musical activities.	* Pupils play tuned and un-tuned instruments musically and during exploration. * Pupils listen to a range of music saying what they like, what they notice and begin to appreciate musical elements. Key Stage 1 & 2 * Pupils control sounds through singing and playing. They play tuned and un-tuned instruments, rehearse, and perform with others. * Pupils create and develop musical ideas. They create musical patterns, explore, choose and organise sounds and musical ideas. * Pupils respond and review appraising skills. They explore and express ideas and feelings about music using movement, dance and expressive musical language, and make improvements to their own work. * Pupils listen and apply knowledge and understanding. They listen with concentration and recall sounds within increasing aural memory. * Pupils know how to combine musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence to organise and use expressively within simple structures. * Pupils understand that sounds can be made in different ways and describe using given and invented signs and symbols. They use and understand staff and other musical notations. * Pupils know how music is used for particular purposes. * Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed. * To encourage and promote enjoyment in Music.	learning success as well as learn from next steps comments/discussions. * Pupils know that others value their musical work; they watch it recorded, share it with others, shared on Marvellous Me with their families. * Skills progression throughout the school is evident in children's performances and compositions. * Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. * Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. * Subject leader conducts learning walks, pupil interviews and subject monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. * Standards being met at the end of EYFS, KS1 and KS2.
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