



# A voyage of discovery - we're sailing to success together... MUSIC



	AIMS	
I N T E N T	It is our intention to develop our children's <b>love and knowledge</b> of music through the music curriculum.	Throughout their time here, they use their voices <b>expressively and creatively</b> by singing songs and speaking chants and rhymes as well as learning to play a range of percussion instruments musically.
	We aim to develop <b>creative musicians</b> who confidently and creatively engage with music.	The children <b>experiment</b> with, create, select and combine sounds using <b>different elements</b> of music.
	We aim to develop learners who listen with <b>concentration and attention</b> , a skill that is applied to all other areas of the curriculum.	Our study of real-life musicians and musical pieces from <b>different genres and cultures</b> ensures that our children have a <b>diverse understanding</b> of music.
	At Trafalgar School, the children learn to listen to, <b>create and enjoy</b> music.	

	APPROACH: Holistic, physical, well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural
I M P L E M E N T A T I O N	<p>In line with our agreed principles of Quality First Teaching (QFT), music is delivered using the following QFT bullet point headings. In music, learning may look like:</p> <p><b>Review:</b> All music lessons begin with recall of prior knowledge and vocabulary and build on the previous lesson. Each block of lessons covers 3 or 6 weeks. The vocabulary and learning is reviewed each lesson and progresses over the block of lessons.</p> <p><b>Vocabulary:</b> Correct music vocabulary is taught, shared and displayed on the PowerPoint at the start of each lesson and discussed and used throughout. Children apply this vocabulary within lessons to demonstrate their knowledge and understanding. Vocabulary is progressive within each year group and between each year group. There is a vocabulary section on the Long term plan for music for staff to follow and this is linked to our sing up scheme of work.</p> <p><b>Small steps:</b> Children are encouraged to build on their previous learning by recapping what they already know and use this as a spring board to progress in their learning by building on these foundations.</p> <p><b>Questioning:</b> Teachers use questioning in music lessons regularly. They use them as an integral part of assessing the children's knowledge and understanding as well as using the children's responses to support them and plan next steps. Music clips are often used as a stimulus for questioning in lessons.</p> <p><b>Modelling:</b> Adults teach the correct vocabulary and model it within context to support the children applying it when learning. Adults model musical aspects (e.g. beat and pitch) as well as using links to online clips to support the children's understanding of concepts such as these. Children are also encouraged to model to their peers what they have learnt during lessons.</p> <p><b>Guided practice with scaffolding:</b> Adults teach a range of musical concepts to children each music lesson. They provide questioning to encourage children to think about what they have learnt. Music lessons often require children to change lyrics and 'play' with what they have already heard, allowing them to use their skills in different ways.</p> <p><b>Checking understanding:</b> In music this might be the children demonstrating aspects such as beat, pitch and rhythm in lessons. It might also be children using their learning in new ways as explained above. Progression snapshots 3 times a year in year 1 and 2 allow adults to see progression over time by building on their prior learning. Recordings of children's musical learning are a key aspect of assessing the children's knowledge and understanding as well as engaging in pupil conferencing to assess the vocabulary they use.</p>

*Last Reviewed: September 2023*

**Adaptive and inclusive:** Adaptations are made within all lessons to ensure all children can access the knowledge and skills being taught and deepen that knowledge for future learning. Adaptations include using visual cues and working with other children on activities to deepen each other’s understanding. Music impacts positively on children’s well-being in a variety of ways, including enabling time for calm and reflection as well as enabling them to be active by encouraging movement in response to music.

**Purpose:** Music learning comes from the EYFS and National Curriculum and some blocks of music learning are linked to a year group’s Topic. Cross curricular links are made between music and other subjects- Maths (counting beats), Literacy (reading lyrics), PSHCE (exploring feelings) and PE (moving to a beat).

**High expectations and achievable goals:** A high quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Teachers at Trafalgar have high expectations of their pupils and ensure the children are aware of their learning goals each lesson by sharing the music objectives at the start of lessons.

**Independence and choice & Collaboration and co-operation:** This may be seen through children being reflective in Music lessons; exploring how music makes them feel and sharing what they think a piece of music is about. Children are given choice over instruments to use and collaborate to perform musical pieces as a group, class, year group and whole school. Signing is an integral part of the school day and happens collaboratively in class as well as in assemblies and year group performances. Our music curriculum provides children with the opportunity to engage with fun, stimulating and creative experiences. The children are encouraged to explore, experiment and enjoy music through these experiences.

**Feedback and response, praise and encouragement:** Lessons in all year groups are monitored by the music co-ordinator to ensure consistency in teaching and progression of learning within and across year groups. Children are praised for their achievements in music not only in terms of their musical understanding and use of vocabulary but also for their confidence, creativity and ability to have a go.

CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS		
I M P A C T	Children at Trafalgar Community Infant School speak in a positive way about their music learning and enjoy music lessons.	Music provides an important link to language and oracy. Speaking and listening skills are developed through listening to and creating music and through singing and focusing on subject specific vocabulary.
		The music curriculum enables co-operation and collaboration by encouraging the children to work together to sing songs and compose percussion as part of a group.
		By the end key stage 1, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.