



St Luke's C.E Primary School

Music Intent, Implementation and Impact

Intent:

At St Luke's C.E. Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Through music our pupils learn listening skills, the ability to concentrate, creativity, perseverance, the ability to work in a group, self confidence and sensitivity towards others. During music lessons children will have chance to listen to a wide variety of music, play untuned and tuned instruments, sing, compose their own music and learn to read and write musical notation. They will learn to recognise and comment on the interrelated dimensions of music including pitch, timbre, duration, dynamics, tempo, texture and structure. Music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience.

Implementation:

To ensure high standards of teaching and learning in music we implement a curriculum that is progressive throughout the whole school. Music is mostly taught as a discrete subject, although teachers may decide to incorporate music into their research projects where this is appropriate or follow the children's interests. The music curriculum at St Luke's C.E. Primary school is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each key stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers use this document to ensure that the curriculum is covered and that the skills and knowledge taught is progressive from year group to year group. Teachers use 'Charanga', 'Music Express', 'BBC Bring the Noise' and 'Ten Pieces' resources to support planning and provide resources. Music lessons are focused on the children learning to behave as musicians and therefore music teaching at St Luke's C.E. Primary is practical and engaging where the dominant language of every music lesson is music; both listening to it and creating it. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following; games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets. Open ended tasks are provided that can have a variety of responses and teachers also differentiate activities using the Charanga Bronze, Silver and Gold challenges. In St Luke's C.E. Primary School we provide a wide variety of opportunities for musical learning. Our Reception children take part in the 'Chime' project run by Wigan Music Service and our Year 4 children learn a brass instrument also led by Wigan Music Service. Year 5 learn the recorder. All children have opportunities to perform their work as part of lessons, class assemblies, Christmas performances and the upper junior end of year production. Children from year 1 upwards are given the opportunity to learn an instrument with a peripatetic teacher from the music service.

Impact:

Children at St Luke's will learn to work, talk and create like a musician. They will aim to achieve the age related expectations in Music at the end of the year. They will be able to:



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	Listening and Appraising	Singing	Playing/ Performing	Composing	Notation
YR	I listen to and enjoy music.	I can join in with singing songs.	I can play instruments and change the way they sound. I can explore the sounds of different instruments.		
Y1	I can listen carefully to a variety of music.	I can join in with chants, rhymes and songs.	I can play simple rhythms (eg my name) on untuned percussion.	In a group I can make a piece up about a topic I am doing. (eg the sea)	I can arrange pictures of instruments into an order and understand that they are played in the same order.
Y2	When I listen to music I can pick out specific sounds and name them.	I can sing songs expressively and I follow directions involving dynamics.	I can play repeated rhythms on percussion. I am beginning to play the glockenspiel and talk about the pitch of notes. I can follow a 'conductor'	I can play in a group and follow a pictoral score sheet. I can make up my own pictoral score sheet and follow it.	I can read pictoral notation and understand that a picture represents a sound.
Y3	When I listen to music I can name instruments and families of instruments. I can identify early music and music from the Baroque period. I can talk about how different music sounds (eg classical and pop)	I can sing in simple rounds. I know how to stand when I sing.	I can play simple tunes on the glockenspiel and on a keyboard.	I can compose a piece of music using a graphic score. I am beginning to use a pulse when I compose. I can make up a tune when given a set number of notes to use.	I can write graphic notation. I can recognise musical notation and I understand that pitch changes depending on where the 'dots' are.
Y4	When I listen to music I can name individual instruments and explain why I think it is them that is playing. I can identify music from the classical period.	I can sing in parts. I know how to make my voice go higher and lower.	I can play my brass instrument in the ensemble.	I can make up a tune by myself and I understand what a good 'ending note' is.	I can read musical notation. Treble clef- from C to G



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Y5	When I listen to music I am beginning to use terms that identify the style of the music. (eg reggae) I can identify music form the romantic period.	I can sing in multiple parts. I can follow a conductor to know when to change dynamic & tempo.	I can play the recorder. I can improvise a tune when given a 4 note limit.	I can make up a tune myself and fit other parts around it.	I can read musical notation. Treble clef- An octave from middle C to the next C.
Y6	I can identify styles of music and explain why I think the music is in that style (eg: reggae because it has a reggae beat) I can identify 20 th century and contemporary music. I can use all elements of music when discussing music I have heard.	I can sing in multiple parts.	I can play a variety of instruments. I know when to play instruments for the best effect. I can improvise a tune.	I can compose a piece of music to fit with a theme/ style. I can use multiple instruments to create an effect. I can compose a piece with ostinato.	I can read and write musical notation. When I compose I use notation to write down what I have done.