



Statement of Intent for Music

Our School Vision:

Reach higher, go further, achieve together.

'Reach higher' means that we should place no limits on what we can achieve. It is important to have consistently high expectations of ourselves and those around us.

'Go further' is about commitment. It is not possible to enjoy great achievements without hard work and not giving up.

'Achieve together' emphasises teamwork, the idea that collectively we can achieve even greater things than as an individual working alone.

Curriculum

In order to achieve this, we have identified **5 Golden Threads** that weave through our curriculum and underpin everything we do.

Values: "Our children will be good citizens and have a sense of belonging"

Knowledge and skills-based: "Are curious, aspirational and knowledgeable"

Progression led: "Our children will Do more, know more and remember more"

Language and vocabulary rich: "Are good communicators both orally and in writing"

Experience rich: "Are interested and interesting"

Intent

During their time at Larkhill we aim to ensure that all pupils:

Produce creative work, exploring their ideas, recording and performing their experiences.

Become proficient in expressing themselves through music.

Evaluate and analyse different genres of music.

Know about great musicians and understand the historical and cultural development of their art forms.

Can use subject specific vocabulary to communicate their observations and preferences.

Implementation

What do we teach? What does it look like?

Knowledge and skills-based implementation:

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group. Our curriculum, through the use of Charanga, is designed to ensure that, where possible, learning is relevant to our diverse community and rooted in our rich heritage.

Often, cross curricular links are made to make learning experiences more meaningful and to give context to the knowledge acquired and skills taught. High quality and relevant pieces of music are chosen that will motivate learners and make cross curricular links, other visual stimuli and experience are used to make the knowledge and skills being taught as accessible as possible. Knowledge organisers are used to set out the core learning for each area. These are a valuable link between learning at home and at school.

Progression led implementation:

In Music we have bought into the Charanga scheme of online units of work to ensure there are fun and exciting opportunities to learn during each music lesson. Learning is sequenced to ensure that prior learning can support what comes next. The Charanga scheme helps non-specialist teachers and TAs to deliver good quality lessons with confidence. This is demonstrated in the floor books which will document the progression.

Language and Vocabulary rich implementation:

In Music, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning. Vocabulary is explicitly taught through a variety of active learning strategies. Teachers are encouraged to be passionate about language and model effective use of vocabulary within their teaching.

Experience rich implementation:

Our curriculum is designed to ensure that our children (many of whom are transient) understand what it means to belong- to our school community, our local area, and our wider location. Where possible, topics have been chosen that are relevant and meaningful to our school community. Class teachers are usually responsible for teaching Music, although there will be times when professional musician/performers/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, with the help of Wiltshire Connect, in order to enrich our Music provision.

Impact:

By the time a child leaves Larkhill Primary they will:

Use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality.

Communicate fluently in visual and music form.

Create songs, rhythms and melodies confidently and adventurously from observation, memory and imagination.

Explore and invent new ways to make music by using voice, body, instruments or digital media.

Have an impressive knowledge and understanding of other musician and artists.

Think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

Have independence, initiative and originality which they can use to develop their creativity.

Select and use instruments, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

Reflect on, analyse and critically evaluate their own work and that of others.

Have a passion for and a commitment to the subject.