



Curriculum Intent, Implementation and Impact Overview

Subject: Music

Subject leader: Mike Salter

Intent

Implementation

Impact

Intention 1:

To build a music curriculum which develops learning and results in the acquisition of knowledge so that students know more, remember more and understand more.

To create a curriculum that teaches students knowledge, skills and understanding so that every child has the opportunity to reach and exceed their potential.

- Clear and comprehensive scheme of work in line with the National Curriculum.
- Teaching and learning should show progression across all key stages.
- A rich and dynamic environment in the school's Early Years provision including opportunities for music making and musical enjoyment.
- Access to experts: during their school career, all students have opportunities to work with music specialists and/or qualified and well trained teachers.
- Working in partnership with Encore Music Services to access specialist

- Students will achieve age related expectations in music at the end of each academic year.
- Participation levels in music lessons will be 100%.

	<p>teaching, staff CPD including the annual county music conference, and large- scale participation events for students such as Sing Spring.</p> <ul style="list-style-type: none"> • Peripatetic music teachers come into school and teach instruments to individuals or small groups of students. • Displays in school reflect music teaching and learning, student involvement in musical activities as well as share good practise and celebrate success. 	
<p>Intention 2:</p> <p>To build a curriculum which nurtures students' learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and understand more.</p> <p>To promote a love of music across all of its aspects that will stay with students for the rest of their lives.</p>	<ul style="list-style-type: none"> • Students have access to music enrichment activities in school (curricular and co-curricular) such as participation in musical performances, 'Music on the Move', singing assemblies and visitors into school. • Students have opportunities to access music outside of the school timetable in the form of a range of co-curricular and extracurricular activities including community events, Christian seasonal festivals, clubs, liaison with other schools, peripatetic teaching, Sing 	<ul style="list-style-type: none"> • Student participation levels in co-curricular and extracurricular activities in school will be high. • Students will participate in music related activities in the community such as those organised by Aspire Dance School, Eardisley Little Theatre, Eardisley and Almeley Church Choirs and Eardisley Young Farmers. • Music will continue to be a part of students' lives when they leave

	<p>Spring and Young Voices, and music competitions.</p> <ul style="list-style-type: none">• Opportunities for cross-curricular links with subjects such as P.E. (eg. Dance Club), history (eg. music making in different periods), geography (eg. global music) and maths (eg. EYFS/KS1 nursery rhymes and songs).• Musical opportunities are displayed and/or disseminated in school and through displays, Class Dojo and the weekly newsletter. Students and their parents/carers will be aware of opportunities.• Musical participation and achievements are celebrated through whole-school assemblies, Class Dojo, the school weekly newsletter, certificates of merit, house points, gold stars, WOW! cards and displays.• Whole-school assemblies include an element of musical appreciation with a focus on a composer or particular composition. During the period of time when covid security is a concern and	<p>Eardisley Primary School through instrument playing, choir, orchestra and band participation, drama and dance sessions and performances, membership of community groups as well as participation in curricular, co-curricular and extracurricular activities at secondary school.</p>
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	<p>assemblies are on zoom, a music appreciation power point will be available for teachers to play. These will include brief teaching points and a link to a musical video.</p>	
<p>Intention 3:</p> <p>To build a curriculum which ensures students know right from wrong, celebrate diversity, understand their role in the environment and are 'Life Ready' so that they know more, remember more and understand more.</p> <p>To design a curriculum where students can express themselves through music and enhance their well-being.</p>	<ul style="list-style-type: none"> • Lessons include and reflect the school's values ethos and its position at the forefront of Values Education. • Diversity is an integral element of the music curriculum and extracurricular activities. Students will see their heritage reflected in the teaching and learning as well as be exposed to a wide, diverse and inclusive selection of musical genres, composers, performers and instruments. • Opportunities are taken to link the music provision to the Principles of Harmony. • Composing, playing, performing and listening to music are promoted as a means of self-expression and an opportunity to enhance well-being. 	<ul style="list-style-type: none"> • Students will understand that music can impact positively on their well-being. • Students will be confident and determined to be involved in music which impacts positively on self esteem, confidence and achievement.

	<ul style="list-style-type: none">• Opportunities are provided to make or enjoy music across the wider school premises such as in the garden at break times or at After School Club as a means of enhancing wellbeing.• A 'musical environment' that nurtures students is the aim.	
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Curricular activities are those activities that are a part of the curriculum.

Co-curricular activities are those activities that are outside of but usually complementing the regular curriculum.

Extracurricular activities are defined as those school-based activities that are not tied to the curriculum.