



Moor First School

Music

**'Together** we unlock **potential** and **learn** for life.'

### **Intent**

At Moor First School, it is our intent to promote and encourage a love of learning and music that will last them a life time! Through a variety of musical opportunities, we aim to engage and inspire our children so they unlock their potential and develop in their own self confidence and creativity. Our intention is to enable students to gain a firm understanding of what music is and explore cultures beyond Biddulph Moor through a high-quality, personalised music curriculum. Children have opportunities to listen, appraise, sing, learn a musical instrument and appreciate different musical genres and music throughout history. They watch and take part in live performances together, which supports an understanding in the value and importance of music in the wider community.

### **Implementation**

At Moor First School, we use Charanga as a basis to teach our curriculum, alongside BBC 10 pieces.

The music curriculum ensures our children sing, listen, play, perform and evaluate. This is embedded in the classroom activities, as well as the weekly singing assemblies, various live performances and extra-curricular music clubs. The children learn about composers from different historical periods across the units of work and are exposed to a wide range of different composers and genres, as part of the weekly listening music in assemblies. Charanga's design provides a clear progression of skills and knowledge, which supports vocabulary as a key focus. We have used their flexible planning option to sequence content that builds on prior learning, key concepts and enables content to be further personalised to children's prior knowledge and learning. The inter-related dimensions of music are explicitly taught and provide a focus in each lesson, so children are able to use the language of music as a basis to appreciate and evaluate music, understand how it is made and played.

At Moor First, we have adopted the principles of 'Rosenshine's Principles of Learning'. Regular reviews, small steps, questioning, modeling and scaffolds are all integral to success in music. Skills take practice and time to develop.

In the classroom, children learn non tuned percussion instruments in the EYFS, In addition to the glockenspiel at Key Stage One, children learn how to play the recorder in Years 3 and 4, with the use of notation. Instant, in the moment feedback is given to support the development of skills. Students also learn and are given opportunities to improvise and compose, framed within a focus of the different dimensions of music which underpin the progressive curriculum.

**Impact**

At Moor First, our children leave with the skills to listen to, play and compose music with confidence, independence and creativity. They are reflective and able to appraise and investigate music, using the dimensions of music, and their knowledge of the different composers, genres and music from other cultures. We develop our children's love of music, instil confidence and the view point that they are all musicians! They develop an appreciation for the value and effect of music in everyday life and across curriculum areas. They are able to work within a team and demonstrate an awareness of independence, differing viewpoints and varying tastes across the genres and different cultures of music. Skills as performers are developed from a variety of opportunities, to support their confidence and sense of community. Together we unlock potential and learn for life.