



Music enriches individual lives as well as our school's wider community. Music is for all and has as a rare and unique ability to bring people together. Music celebrates inclusion of pupils with SEN and disabilities and helps children realise their creative potential. It also helps the whole school community feel part of something bigger.

## Intent

What we expect the children to learn

- Our music curriculum promotes resilience, relationships, risk-taking and resourcefulness that enhances our children's personal development and learning behaviour.
- Children will listen to and learn to appreciate and understand wide variety of musical genres and artists from a range of eras and cultures.
- The children will learn to play in solo and group contexts using their voices and playing instruments with increasing accuracy, control and expression.
- The music curriculum teaches musical techniques and knowledge that lead to mature musical understanding. The foundations of staff notation are laid at Moorside, along with the use of other forms of musical notation.
- They will listen in detail and recall musical sounds and use of a growing range of musical terms.
- We aim to expose children to a wide range of musical experiences in the hope that they will develop an overall love for music, but also potentially find things that they can pursue, engage with and enjoy in the future.

## Implementation

How the subject will be taught

- The music curriculum is taught by class teachers and is predominantly topic based.
- Reference to Moorside learners in music structures the sequence of learning (sticky learning) and makes explicit the subject that children are working within and the skills and knowledge they are acquiring.
- Many aspects of the music curriculum are practical but learning and progression is usually evidenced in Topic Books.
- Strategies for teaching involve enquiry-led learning, promoting curiosity, applying skills in context, observation, listening, performing and challenge.
- Most learning in music is topic-based and all music learning is underpinned by the National Curriculum, with subject-specific KLIPs (Key Learning Indicators of Performance) being used to structure teaching and learning.
- All children are encouraged to be active learners, engaging at a level that is appropriate to their age, ability and experience, including SEND.
- In addition to ongoing opportunities to practise and apply skills as they move through school, Y2 and Y5 offer the children chance to learn the recorder from Year 2 and a brass instrument in Year 5. These opportunities teach children resilience, team work, challenge and sense of achievement.

## Impact

What children know and remember (and how we know)

- Each year group's music teaching is overseen by a teacher in that year group together with the subject leaders to enable progression to be clearly built with starting points building on previous learning.
- Subject-specific KLIPs for Music are used to assess children's knowledge and progress within this subject area; these are referred to explicitly where appropriate.
- Evidence in topic books reflects an individual's learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning and feedback made explicit.
- Evidence may also be recorded on displays, electronically, through live performances or in recordings (e.g. iPad voice memos).