



Intent, Implementation & Impact Document: Music

| Intent | Implementation | Impact |
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| <ul style="list-style-type: none"> • We want children to be part of a 'singing school' where song runs through all areas of the curriculum • We want children to take part in whole school singing and be given a variety of performance opportunities • We want to give children the chance to regularly play a variety of different percussion, tuned and untuned instruments • We want children to have opportunities to be involved in music clubs such as recorders, ukulele, glockenspiel and choir • We want to provide opportunities for children to compose music that relates to their child initiated topics • We want to expose children to different genres and styles of music from different cultures and time periods giving them opportunities to respond • We want children to develop an understanding of different musical elements such as dynamics and tempo | <ul style="list-style-type: none"> • Songs are sung during lessons such as maths and phonics linking to areas of learning such as shape and counting • School singing takes place once a week and opportunities to perform provided through performance in music lessons, the Christmas nativity, class assemblies, choir performances and visits to the local care home for example. • Glockenspiel, recorder, choir and ukulele clubs are run throughout the year • Following the teaching of specific music skills and elements children are able to make up short pieces that link to their current topic • Children listen to a variety of different kinds of music in general class time, music lessons and in assemblies • Musical elements are explicitly taught through careful skills planning and activities • Children are assessed in music at the end of each topic in order to track progress in a variety of skills | <ul style="list-style-type: none"> • Children will enjoy singing and develop a love of different styles and genres of music • Children will be able to express different opinions about the music they listen to • Children will enjoy playing and controlling instruments confidently and understand the different musical elements involved • Children may follow an interest in taking up an instrument outside of school due to the experiences they have within school. • Children will gain experience of what it is like to perform to an audience |



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| | <ul style="list-style-type: none">• Subject leader will support staff with CPD and subject specific knowledge when needed, in order to ensure precise delivery of the subject• KS1 teachers will record the children's learning journey on the 'Implementation' document, to avoid repetition and to ensure full coverage of all domains | |
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| Intent Document: Music | | | | |
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| Area | ELG | KS1 Key Skills | Year 1 | Year 2 |
| Personal social and emotional | Self confidence and self awareness: working as part of a group when exploring and using instruments and singing songs | Listening Applying and Understanding | <ul style="list-style-type: none"> * I can talk about my understanding of the musical elements tempo, rhythm, pitch, dynamics, texture, timbre and duration and demonstrate these. * I can show different sounds I make using invented symbols | <ul style="list-style-type: none"> * I can show and organise sounds that reflect the musical elements of tempo, rhythm, pitch, dynamics, texture, timbre and duration * I can record and respond to the sounds I have made using musical signs and symbols |
| Expressive arts and design | <p>Sing songs and make music exploring changes</p> <p>Represent ideas, thought and feelings through music</p> | Creating and Developing | <ul style="list-style-type: none"> * I can copy musical patterns and rhythms and explore different sounds within a given context * I can follow instructions on when and how to play | <ul style="list-style-type: none"> * I can create musical patterns and organise sounds for a specific purpose * I can rehearse and perform alongside others |
| Knowledge and understanding of the world | Similarities and differences in relation to places (listening to music from different cultures) | Controlling sounds | <ul style="list-style-type: none"> * I can take part in singing following a leader and change sounds when using my voice * I can play tuned and untuned instruments in the correct way | <ul style="list-style-type: none"> * I can take part in singing and performance following the lead, melody and changes in pitch and rhythm * I can play tuned and untuned instruments controlling and changing sounds to reflect elements such as dynamics, tempo and pitch |



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| Moving and handling | Control and co-ordination – playing instruments | Responding and reviewing | * I can talk about how music makes me feel and the images it creates | * I can express opinions about music I hear * I can explain how different musical elements in music I hear makes me feel and how it can create particular moods |
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