# Music

intent, implementation, impact

## intent

Academic

At St Michael's, we want every child to achieve their musical potential. Pupils come to us with different experiences of music, and our curriculum gives them the knowledge, skills and confidence to progress from their individual starting points. We encourage pupils to set themselves goals, aim high and recognise how their singing and playing improve with practice.

Across Key Stage 2, pupils build their musical vocabulary and use it to describe what they hear, sing and play. They explore different genres and learn about the people, places and traditions that have shaped them. In Year 4, for example, pupils study ABBA's Mamma Mia, exploring the structure of the song and learning how the words fit the melody and rhythm.

Through the glockenspiel units, pupils learn to recognise and read notation and use it to play increasingly demanding pieces. They develop a sense of pulse, rhythm and timing, learning to listen to others and keep their part going in a group performance. As their confidence grows, pupils work towards playing in time with a backing track without relying on the teacher to lead them.

Character: Music helps pupils develop curiosity, perseverance and the confidence to share their talents. They explore music from different cultures and learn how musicians express ideas in different ways. In Year 5's Classroom Jazz 1 unit, for example, pupils listen to bossa nova and swing, identify features of each style and try out their own musical ideas through improvisation.

# Music

intent, implementation, impact

## intent

Learning to perform develops both musical judgement and confidence. In Year 3's Glockenspiel Stage 1, pupils use notation to work out what to play and listen carefully to check how it sounds. Across the school, pupils rehearse songs and instrumental pieces, respond to feedback and think about how they present their music to an audience.

We want pupils to take pride in what they can contribute to school and community life. Performing for familiar and unfamiliar audiences gives them a chance to share their achievements and experience what they can accomplish together. One example was our school choir joining four other schools to perform for families at Norwich Cathedral.

**Behaviour:** Making music together gives pupils a reason to listen carefully, cooperate and take responsibility for their part. They learn to follow cues, wait for their entry and consider how their actions affect the rest of the group. We encourage pupils to support classmates with different levels of experience and confidence, so everyone feels able to sing, play and contribute.

Clear routines help pupils participate safely and make good use of rehearsal time. In glockenspiel lessons, for example, the 'beaters up' cue tells pupils to pause so everyone can hear the next instruction. These habits help pupils move between listening, practising and performing together with increasing independence.

# implementation

At St Michael's, we use the Charanga scheme to teach Music from Year 3 to Year 6. Each year group studies six units, one each half term, built around a focus song or instrumental learning on the glockenspiel. The units are sequenced so pupils revisit musical ideas such as pulse, rhythm and melody, then apply them in increasingly demanding pieces.

In lessons, pupils listen to and discuss music, sing, play instruments, improvise and perform. Teachers model how a melody sounds or how a rhythm fits the pulse before pupils practise together. During glockenspiel units, pupils learn to read notation and use it to play their part. As they gain confidence, they work towards playing in time with a backing track with less support from the teacher. Rehearsal gives pupils time to listen to one another and refine their performances.

The music subject leader shares guidance and resources with staff, drawing on professional development from Norfolk Music Hub and Charanga. This supports a consistent approach to teaching and assessment across year groups, including how teachers recognise progress in practical music-making.

Pupils use music folders to build a record of their learning from Year 3 to Year 6. They revisit earlier work during units and reflect on their progress at the end of each year. Teachers use the folders alongside what they hear and observe in lessons to see how pupils' musical understanding and independence develop and identify what they need to practise next.

# impact

We use video recording of performances, photos of lessons and lesson notes to assess the children's knowledge and understanding of Music objectives. We believe that assessment of music should be practical based and that verbal explanations allow every child to demonstrate what they have learned.

Monitoring by the subject leader involves discussions with heads of year, monitoring the uploaded evidence on Charanga and is supported by the new pupil folders. Evidence on Charanga includes; videos, photos and lesson notes. Pupil folders are evidence of pupil self-assessment after each unit based on the knowledge organisers. We also use Pupil Passports at the end of each academic year for pupils to look over the year as a whole. Pupil folders are also a useful way to revisit prior learning.

Lesson observations, pupil folder evidence, discussions with heads of year and uploaded evidence to Charanga are reviewed termly and are used to directly inform future teaching and learning.