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**Music at Wibsey Primary School**

“Music is the universal language of Mankind”

Henry Wadsworth Longfellow

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| **Music Intent** |
| At Wibsey Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Wibsey Primary School is foster a love of Music, by developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.At Wibsey Primary School all pupils have the opportunity to learn a musical instrument and have the opportunity to progress to the next level of musical excellence. |
| **Implementation – How we plan and teach Music** |
| The principles of Teaching and Learning in Music to deliver the National Curriculum in such a way that demonstrates what makes a good musician – ‘*We are performers/composers/etc.’.* Through the ‘Wibsey Cumulative Curriculum’ we develop progressive musical skills and concepts which allow pupils to respond to a variety of stimuli in order to produce compositions and improvisations for different audiences. Pupils are taught to understand and apply the musical elements of pitch, duration, dynamics, tempo, texture and their uses through lessons that encompass, motivate and engage all pupils, regardless of ability or background. We support children to attain and develop the skills required to play a wide range of musical instruments both as a soloist and as part of an ensemble. We teach children to learn to read, write and use traditional and none traditional notation to play and compose using tuned and untuned instruments. We learn songs, from different times and places, developing a wide repertoire of styles and cultures, performing as a soloist, group or large ensemble. We demonstrate both live and recorded music from a wide range of styles, cultures and composers and use music, songs and sounds to enhance other areas of the curriculum. Teaching and learning in Music across school includes opportunities for;* Group, individual and whole class activities.
* Use of different media and stimuli.
* The use of high-quality resources, such as Charanga, Sing up and Out of the Ark.
* Evaluation of their own work and that of others.
* Individual experimentation using a variety of tuned and untuned instruments.
* Hearing examples of styles using mixed media to enhance understanding.
* Improving social skills, concentration, memory and coordination.
* Building a bank of sounds and musical experiences so that composition skills improve.
* Developing an effective singing voice, developing appropriate warm up techniques, noting good diction, breathing and phrasing.
* Expressing opinions, thoughts and feelings and having the confidence to do this.

Music is taught across EYFS as an integral part of the Early Years Curriculum covered across the year. Musical aspects of learning are related to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children in Nursery and Reception. Music contributes to a child’s personal and social development, whilst counting songs foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world. At Wibsey Primary School in both key stage 1 and 2 our cumulative curriculum for Music maps out the key knowledge and skills for each year to ensure consistency across year groups and progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music and from one year to the next. Whilst there are opportunities for children of all abilities to develop their skills and knowledge, the planned progression built into to cumulative curriculum ensures that children are increasingly challenged as they move through school.The music curriculum ensures students sing, listen, play, compose, perform and evaluate. These components are embedded in weekly music lessons, as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and taking part in one of our musical groups. Elements of music are taught in the class lessons so children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Children learn how to play an instrument from all four main instrument groups: woodwind, brass, strings, and percussion. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds develops the understanding of musical elements without the added complexity of an instrument.Music is taught by a specialist teacher across school with links made to termly themes where appropriate. Individual class teachers supplement the core learning in Music with listening and appreciation and singing.  |
| **Impact – How difference does the Music curriculum make to our children?** |
| At Wibsey Primary School children have access to a cumulative music curriculum, which allows them to develop progressive musical knowledge and skills, and identify areas of strength as well as areas they might like to improve upon. Children across school develop a positive attitude towards music and enjoy listening to, creating and performing music. Children gain competence and confidence in composing and performing music using the inter-related elements of music and their ability to appreciate music from different genres, countries / ethnicities and historical periods is enhanced.The integral nature of music across school develops pupil’s resilience, resourcefulness, reflection and reciprocity. Additionally, pupils develop self-confidence, collaboration skills, awareness of others, and self-reflection. Regular concerts at school and the school’s involvement in local musical events, ensure that children become confident performers.  |