



Vision for Music

At St Paul and St Timothy's Infant School, we are Musicians! We want our children to love Music and to be passionate about it. Children are encouraged to fully participate in Music lessons and are given opportunities to perform, listen to, review and evaluate a broad range of music.

Intent

St Paul and St Timothy's Catholic Infant School understands that music can inspire and motivate children, it plays an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in by understanding different cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Music lessons are delivered once a term with between 3 and 4 lessons a week for KS1 using Sing Up.

For EYFS, music is delivered daily using nursery rhymes as well as having the opportunity to explore musical instruments within their learning environment both indoors and outdoors. At times Sing Up will be used to coincide with a particular topic and within the Summer term in preparation for Year 1.

Teaching of a musical instrument in Year 2 (recorder).

The teaching of music is delivered by the class teacher.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

Impact

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – this will be noted on Target Tracker.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.