

## **Music 3I's** **(Intent, Implementation & Impact)**

### **Intent**

"Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas."  
Burnard and Murphy, 2017

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

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.

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

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.

### **Implementation**

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom children learn how to play instruments and in doing so 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, focusing 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 is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

## **Impact**

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

Children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## **SMCS Links**

### **Spiritual**

- Make links between learning in other curriculum areas, such as painting/drawing to a piece of music, using music to create dramatic pieces.
- Consider how music makes us feel and how it can 'move us' deeply.
- Explore creativity through gymnastic, dance etc.
- Allow pupils to show their delight and curiosity in music.

### **Moral**

- Explore how music can convey human emotions such as sadness, anger, joy etc.
- Appreciate the self-discipline to learn a musical instrument.
- Show respect for a whole range of music.

### **Social**

- Explore how an orchestra or choir works together e.g. performing together and following instructions.
- Appreciate how music is used in different ways in different settings, such as for pleasure, for worship, to relax.

### **Cultural**

- Give all pupils an opportunity to learn a musical instrument and to take part regularly in singing.
- Appreciate musical expressions from different times and places.
- Encourage pupils to listen and respond to traditions from around the world.
- Listen and respond to music which forms our cultural heritage.
- Respect the musical heritage of different cultures.
- Have an understanding of British Musical heritage.

### **British Values Links**

The British values that we as a school uphold throughout our curriculum are an intrinsic part of our music curriculum and are woven throughout all lessons. The music curriculum encourages individuality both in terms of children's opinions about music shared, and in the way that it enables children to cultivate individual tastes in music.

One of the main aims in the delivery of the music education in our school is to ensure that the children have confidence in their right to enjoy any kind of music and to ensure that we encourage freedom of choice when delivering lessons.

The children have a clear understanding of the need to respect others' opinions, whatever our own may be, when sharing our own personal tastes in music.

Our music curriculum enables the children to explore music in a range of faiths and cultures and the children are also invited to share their own experiences of this with their peers. The children are also taught about how music is used to support national events. We actively encourage the children to widen their understanding of music in a range of genres.

When critiquing and evaluating the performances of others, the children do so in a respectful and thoughtful manner.

In all lessons, the children understand that school rules must be followed and that we work in a democratic way, ensuring that all pupils have a voice.

Our Long Term Plan and curriculum coverage can be found on our website: <https://www.southstokeschool.org/learning>.

### **Class planning:**

Caterpillars: <https://www.southstokeschool.org/class-1-curriculum>

Butterflies: <https://www.southstokeschool.org/class-2-curriculum>