

Subject	Music
<p>Overview</p> <p>Intent</p>	<p>Music is a universal language that embodies one of the highest forms of creativity. We believe a high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to 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. • Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

<p>Planning provision</p> <p>Implementation</p>	<p>How are lessons, schemes of work, units sequenced to help make pupils progress?</p> <p>At St. Keverne, we have rolling programmes at both KS1 and KS2.</p> <p>In Music, children have opportunities to develop a love and appreciation of music through listening, evaluating, composing and performing using instruments and voices. Knowledge and understanding of the structure and notation of music is taught in a way which allows this to be applied to their own individual and group creations.</p> <p>Children have benefited hugely from working with Cornwall Music Service Trust engaging in projects such as First Access where the whole class has learnt to play an instrument e.g. cornet.</p> <p>Music is taught on a weekly basis.</p> <p>Schemes of work are planned to incorporate a progression of skills within each strand of the subject.</p>
<p>Example of sequence of learning</p>	<p>The progression of skills is built upon throughout the year groups to ensure that pupils grasp the processes specified in each programme of study. Opportunities to revisit and recall previous learning are capitalised upon.</p> <p>Glockenspiel 1-Charanga</p> <ul style="list-style-type: none"> • Learn how to play E and D • Perform Drive-notes E and D. Learn minim and minim rest • Learn C. Listening to rhythms. Learn semibreve, crotchet and crotchet and semibreve rests • Improvise using CDE • Create own composition • Learn Christmas carols to play on glockenspiel <p>Filming & audio recording throughout</p>
<p>Assessment</p> <p>Impact</p>	<p>Filming & audio recording throughout</p> <p>Formative assessment in daily lessons which informs termly summative assessments</p> <p>Formative assessment of school celebrations e.g. Christingle</p>
<p>CPD</p>	<p>How do we ensure teachers are equipped?</p> <p>Charanga-free CPD</p> <p>MADE</p> <p>CMST</p> <p>Cornwall Education Hub-(National plan for music education)</p> <p>Model Music curriculum</p>