



Music

Subject Position Statement

To enable children to understand the value and importance of music, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

“Music is a universal language that embodies one of the highest forms of creativity. 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. As pupil’s progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” - National Curriculum 2014.

The STARMAT Subject Progression Framework (SPF) ensures pupils gain an understanding appreciation of Music across the primary years. All schools follow the SPF allowing for collaboration across our schools. It also ensures that teachers can make direct links to previous learning, building on key knowledge and skills. Coverage of the National Curriculum is ensured through the SPF.

Music Intent

At Appleton Roebuck, we believe that music can give children the opportunity to express some of the highest forms of creativity. We have many musicians amongst us, including the teaching staff, our Head teacher and of course our children.

Our 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. We aim to support the children’s understanding and acceptance of the validity and importance of all types of music.

We want the children to feel expressive and reflective; developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Musical Aims

The national curriculum for music aims to ensure that all pupils:

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.

Music Curriculum Implementation

The teaching of music is supported by the Charanga scheme of work (KS1-KS2) as well as linking, where appropriate, into the topics that children are learning about throughout the year. Charanga provides many examples of music styles and genres from different times and places, enabling children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

In Reception children learn to explore, move in time and join in with music; developing an appreciation for the art form.

The knowledge and skills are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Music Curriculum Enhancement

At Appleton Roebuck, we believe that music enriches the lives of people, and so we encourage as many children as possible to take part in musical experiences.

Here is how we promote this:

Our Christmas, Easter and Summer musical productions

Weekly ‘values’ assemblies and our ‘We Belong’ Song

Weekly visits from peripatetic teachers who teach children from across the school

The School Choir

After school music clubs (e.g. Guitars) organised and taught by class teachers

Subject Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. This informs leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies: pupil voice, learning walks and/or displays.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress towards the Early Learning Goal is tracked half termly.



Appleton Roebuck
Primary School



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