

Intent

Music is a universal language that embodies one of the highest forms of creativity. As pupils 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)

At Fairfield's we believe that high quality music education will engage and inspire our pupils to develop their love of music and their talent and belief as musicians both within school and beyond. We hope that their musical experience in school will increase their self-confidence and creativity.

Music lessons will enable children to:

- perform, listen to and review a wide range of music;
- learn to sing and use their voices;
- have the opportunity to play a range of musical instruments;
- improvise
- compose
- be introduced to the possibilities created by music technology.
- develop their understanding and use of the technical vocabulary used within music.

Implementation

At Fairfield's we value the role music can play in the development of children's artistic and cultural awareness and recognise that singing in particular can be a vehicle for exploring a wider cultural heritage.

In EYFS, children experience music in both adult led and child initiated learning activities. They are able to:

- explore the sounds of a range of musical instruments;
- sing nursery rhymes and other well known songs from a range of cultures;
- listen to recorded music in different contexts;
- move in response to music;
- perform to an audience.

In KS1 and KS2, classroom music lessons are delivered through the use of the Charanga scheme of work which ensures that the interrelated dimensions of music are woven throughout each unit. Lessons enable children to progressively develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities
 - (including pulse, rhythm, improvisation, etc.)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

Our music curriculum is enriched through live music making and performance. Pupils in KS2 have the opportunity to learn to play piano, keyboard and guitar in one to one or group lessons provided by 1st Note Music. These young musicians are encouraged to perform within their class and in end of term 'concert platforms' to the whole school. In addition, we have a thriving school choir which regularly has opportunities to perform within school, the local community and at Hertfordshire Music Service's Schools' Gala in the Royal Albert Hall.

At Fairfield's we value the wider opportunities which participation in the performing arts offers and acknowledge that such experiences promote invaluable aspects of cultural capital. To this end we have a planned sequence of year group performances throughout the year, eg. Early Years Nativities, Carol Singing in KS1, Y6 end of year production, etc. All children are encouraged to play an active part in these performances both on stage and back stage and learn through experience that everybody has a vital role to play.

All children, regardless of their needs, have full access to our music curriculum. Lessons are adapted appropriately to meet the needs of all pupils and ensure an inclusive curriculum. Some of these adaptations may include: differentiated activities, adult support, mixed ability seating and word banks.

Impact

Teachers, Subject Leaders and Senior Leaders have a key part to play in measuring the impact of teaching and learning in and through music at Fairfield's.

Teachers make assessments using the progressive criteria outlined in the lesson plans and units in Charanga which reflect how individuals are developing as listeners, creators and performers.

Subject Leaders and Senior Leaders use observations and pupil voice to broaden and consolidate their view of the quality of the music curriculum being taught at Fairfield's and its relevance and validity for our learners. This includes a focus on disadvantaged children as well as those who may show a particular aptitude for any aspect of music. In addition they will consider the impact music education is having on our learners' fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection as well as their understanding of diverse cultures and histories.