



Leonard Stanley C of E Primary School



Music Rationale

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary we want our children to love music. We want them to grow up with aspirations for careers in music, whether it be as musicians, performers, or producers.

Our music curriculum is exciting and challenging. We aim to equip learners with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to remember their music lessons in our school, to treasure these memories and embrace the musical opportunities they are presented with. We want to ensure that we teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We also want to ensure the children learn about key musicians and genres internationally and within our county, thus providing a rich cultural capital.

When planning and teaching music at Leonard Stanley, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning.

Music within schools can provide a wealth of learning opportunities and transferable skills explicitly within the music lesson and across other curriculum subjects.

We want to equip them with not only the minimum statutory requirements of the Music National Curriculum but to prepare them for the opportunities and experiences of later life.

Our teaching of music prioritises the development of musical knowledge, appreciation and vocabulary whilst developing abilities to read music notation, play instruments and perform to others.

Our Music curriculum promotes our EARLY and DEEP curriculum. We want pupils to engage in active and experiential learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and resilient. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this promotes a love of music that reaches far beyond the classroom.

Implementation: *What do we teach? What does this look like?*

We use Charanga curriculum to teach music, we are confident that it aligns well with our curriculum model, enables a high-quality and ambitious curriculum with a practical experiential focus, whilst encompassing the National Curriculum Programme of Study. It has been carefully built and the learning opportunities for each class crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. For each year group, there are six units per year, consisting of six lessons each.

Each unit follows a similar structure and the lessons build on the previous learning until a solid understanding and class performance is achieved by lesson 6.

The unit usually follows this structure:

- Listen and appraise
 - Warm up/flexible games
 - Learn to sing the song
 - Play instruments with the song
 - Improvise with the song
 - Performance

Early Years: Preschool and The Reception Year

At Leonard Stanley Primary in EYFS music is taught through the learning area 'Expressive Arts and Design' which forms part of the new Early Years Foundation Stage (2021). The strand of focus is 'Being Imaginative and Expressive'. Music in the EYFS is offered as both adult and child-led opportunities, supported by Charanga.

This includes:

- Exploring music and using different forms of expression.
- Singing a range of well-known songs and rhymes, perform songs, rhymes, poems and stories with others.
- Moving in time with music.

The following table outlines the areas of learning within the Early Years Foundation Stage:

Music

Educational Programme – Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
EAD	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.	Being Imaginative and Expressive - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
PD	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		
CL	- Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.	

Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
Being Imaginative and Expressive - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Music Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned 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 interrelated dimensions of music

Music in Key Stage 1 and 2

Music is taught discretely throughout the school using the Charanga programme.

All year groups, from Reception to Year 6 use Charanga, and the content and skills are differentiated accordingly. The Charanga scheme caters well to the recently published D of E Model Music Curriculum 2021 document, which encourages four areas of learning as part of the music curriculum: singing, listening, composing and performing. Charanga provides consistency and structure so that prior learning is built upon effectively so that ample opportunities are provided to repeat and embed key learning, knowledge and skills using high quality vocabulary.

In addition to the Charanga programme, all classes take part in fortnightly hymn practice and sing as part of a class choir in a class or Key stage performance.

Every year three year groups will receive 10 weeks of Whole Class Ensemble Teaching (WCET) provided by Gloucestershire Music. This enables the children to have access to a range of instruments that they ordinarily may not have had the opportunity to try, such as Pbuzz, ukulele, trumpets and samba drums.

Assessment

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise.
- Teachers reflect upon the learning using 'feedback sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key

learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- The music subject leader attends training provided by Gloucestershire LA, which share up-to date information and good practice. Information is fed back to school staff and actions carried out as a result of the training.
- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the music subject leader, and actions identified to ensure that music standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups. • Staff CPD opportunities are provided when available and needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Extra-Curricular Opportunities in Music:

Children love music learning at Leonard Stanley Primary School, so it is important for us to provide extra music learning opportunities for our children outside of the music lesson. We offer:

- Whole school singing practice.
- Christmas singing choir club.
- Listen and appreciate music from different genres during worship.
- Music lessons taught by Gloucestershire music.
- Singing in the community project.

Impact: *What will this look like? What will children be able to do before they leave our school?*

Regardless of background, ability or additional needs, by the time children leave Leonard Stanley Primary School they will:

- Be confident individuals who can talk about their musical preferences as well as having the tools to effectively express themselves through composing, reading notation, playing instruments and singing.
- Have had the opportunities to showcase their talents to staff, peers, parents and the wider community alike and feel that their music is appreciated and valued by others.
- Be ready for their next phase of education in music learning at secondary school.

