



Love for Music



Intent:

Our school Key Learning Goals, which have strong links with our Christian Values, outline what we want our children to be like when they leave us in Year 6:

- Resilient Readers and learners
- Constantly curious
- Respectful Global Citizens
- Confident Advocates for the Environment
- Happy and Active for Life

At Leonard Stanley Primary:

- Children will create, compose, read notation, perform, listen and evaluate music from a range of traditions, genres and historical periods.
- Children will know what they have done successfully and what they need to do next.
- Children will take pride in their work and rise to the challenges of performance.
- Children will have opportunities to showcase their skills and expertise within the wider local community.

SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education).

We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

Implementation

At Leonard Stanley Primary, music is taught in the Early Years Foundation Stage (EYFS) through the learning area 'Expressive Arts and Design,' which is part of the new Early Years Foundation Stage (2021). The focus strand is 'Being Imaginative and Expressive.' Music in the EYFS includes both adult-led and child-led opportunities, supported by Charanga. Children explore and use different forms of expression. They sing a range of well-known songs and rhymes, perform songs, rhymes, poems, and stories with others, and try to move in time with music.

All year groups use Charanga, with content and skills differentiated accordingly. Each class teaches three units per year. The Charanga scheme aligns well with the recently published Department for Education (DfE) Model Music Curriculum 2021 document, which encourages four areas of learning: singing, listening, composing, and performing.

Additionally, three classes per year receive whole-class ensemble tuition provided by Gloucestershire Music. This enables children to access a range of instruments they might not usually have the opportunity to try, such as pbuzz, ukulele, trumpets, and samba drums. All classes participate in fortnightly whole school hymn practice and perform in a class or key stage musical performance throughout the year. We also offer peripatetic music lessons to children from Year 2 upwards.

Impact

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.