

# **Morley Meadow Primary School**



## **Music Provision**

#### INTENT

A musician from Morley Meadow Primary School will learn to:

- Sing, create and compose music
- Perform, listen to, review and evaluate music. Where possible, this will be linked to our school thematic curriculum
- Understand and explore how music is created, produced and communicated

All children are actively encouraged and given opportunities to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with our visiting peripatetic staff member. Music is planned in-line with the statements laid out in the national curriculum using Charanga with cross-curricular links to topics where possible. Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop their singing voices, use body percussion and whole-body actions, and learn to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

### **IMPLEMENTATION**

The National Curriculum is taught through Charanga Music Scheme and additional units linking to Cornerstones units.

The Model Music Curriculum is used to ensure progression of skills is appropriate.

Sing-Up song bank is used to enhance singing opportunities.

Individual learning folders are used for written musical outcomes.

Photos and videos are saved to the server.

Children with Special Educational Needs are catered for in the following ways:

Paired work with a child who can support the learning

Simplified music when using instruments (eg. Playing a simplified melody line)

Learning a part of a song eg. Chorus, rather than the whole song

Depending on the need of the child, provision will be adapted to enable all children to participate.

Aspíre

ASR

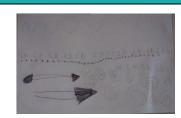


**Y1 Y3 EXPRESSIVE ARTS** • Use their voices expressively and • Play and perform in solo and ensemble contexts, using their voices AND DESIGN: and playing musical creatively by singing songs and **EXPLORING AND** speaking chants and rhymes instruments with increasing accuracy, fluency, control and expression **USING MEDIA AND**  Play tuned and untuned Improvise and compose music for a range of purposes using the **MATERIALS** instruments musically inter-related Children sing songs, make music and dimensions of music • Listen with concentration and dance, and understanding to a range of Listen with attention to detail and recall sounds with increasing aural experiment with ways high-quality live and recorded memory of changing them. Use and understand staff and other musical notations music **EXPRESSIVE ARTS** Experiment with, create, select Appreciate and understand a wide range of high-quality live and AND DESIGN: BEING and combine sounds using the recorded music drawn **IMAGINATIVE** inter-related dimensions from different traditions and from great composers and musicians They represent their develop an understanding of the history of music. of music. own ideas, thoughts and feelings through design and technology, art,

### **IMPACT**

End of unit online assessment
Photos and videos on the server
Music folders containing written outcomes.
Pupil voice at the end of the unit
Annual Pupil Questionnaire







music, dance, role play and stories.

Twenty red bottler stoating in the ocean Look to true sea there's barely any motion We know, we have to recycle.

We have to recycle.

We have to recycle.



