



Leominster Primary School

The Intent, Implementation and Impact of our Music Curriculum

INTENT

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Leominster Primary School, the 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. Our objective at Leominster Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.



IMPLEMENTATION

Music is taught in a number of ways at LPS.

- Explicit music lessons (using activemusicdigital scheme)
- Music lessons linked to class learning question / topic
- Wider opportunity music lessons (Year 2 recorders)
- Music productions e.g. Year 6 production, Nursery / Reception Nativity productions / KS1 Spring performance
- Weekly singing during KS1 assemblies
- Half termly KS2 singing assemblies
- Musical events e.g. Spring Celebration concert, Herefordshire Festival
- Visits and visitors e.g. pantomime groups, African drumming workshops
- Instrumental music lessons (paid for individually)
- Music clubs e.g. recorders and choirs

The Activemusicdigital scheme is taught in units based on four key principles which are taught in half termly blocks:

- 1) Rhythm and pulse
- 2) Pitch – songs, games and musical activities
- 3) Singing games
- 4) Instrumental activities

Each year group will teach at least 2 of these units throughout the year to ensure coverage and progression. Musical skills are taught progressively, moving from the simple to the complex in small, logical steps. Children will be learning the musical elements of pulse, rhythm, and in-tune singing using solfa through a wide range of musical repertoire, including chants, songs, rounds, canons, circle games, name games, rhythm games, action games, turn-taking games, puppet games and more. They progress to instrumental activities, arrangements, compositional work and notation as the children gain in experience and confidence. Each lesson will follow a: 'Watch it! Learn it! Teach it!' approach. Being able to watch the games and songs performed by children gives teachers the confidence to teach the subject effectively, and gives children the confidence to join in.



IMPACT

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

We measure impact through:

- Teacher formative assessment in lessons
- Teacher summative assessment (assessment sheets)
- Pupil voice
- Teacher audit and feedback