



# **THURSBY PRIMARY SCHOOL**

## **Intent, Implementation and Impact Statement**

### **Music**

### Intent:

At Thursby Primary School, our core intent of our Music curriculum is to provide opportunities for all children to perform, compose and appraise a wide range and styles of music. We base our Curriculum around the key strands of the National Curriculum using the Charanga Model Music Curriculum (MMC) scheme to support progressive teaching and learning. Our clear skills and document guides teachers through a well-structured programme to allow every child to reach their maximum potential. Through whole class teaching every child has an opportunity to learn to play an instrument. To further enhance our curriculum, children in Key Stage 1 and 2 are taught to play an instrument by a peripatetic music teacher for 1 whole term per year. As a whole school we have weekly singing assemblies. We aim to develop our school choir to provide children with further opportunities to perform to wider audiences.

### Implementation:

Our Music curriculum is implemented through carefully sequenced units of work and lessons that build up on children's prior musical skills and knowledge. Music teaching at Thursby is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following; games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets or technology.

Our Music progression model follows a structured learning sequence to ensure all interrelated elements of music are covered and implemented. Sharing and performance is at the heart of musical teaching and learning at Thursby and all pupils participate in a key stage performance – EYFS and Key Stage 1 perform an annual Christmas production and Key Stage 2 pupils perform in their annual summer production. Pupils have also taken part in wider community performances including performing at the local church, as well as whole school celebration and singing assemblies. Pupils confidence is supported and they are encouraged to perform in solo parts and performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school. Furthermore, pupils from Year 1 to year 6 all attend our whole school theatre trip at one of our local theatres to see first-hand how music performance can be engaging and fun.

### Impact:

Our music Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupils practical learning (Earwig).
- Video analysis through recording of performance in lessons(Earwig).
- A reflection on standards achieved against the planned outcomes.
- Dedicated music leader time.

## Inclusive Learning for SEND in Music

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in Music learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.