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**Intent**

We intend that all Music lessons at Rockcliffe CE School ensure that every pupil has the opportunity to engage in musical experiences which are crucial for the development of ‘the whole child.’ Children are given the opportunity to deepen their Musical knowledge and develop key skills by exploring, being imaginative, being creative and by responding/ reviewing appraising skills. We believe that the teaching of music is vital and the breakdowns of the Charanga Award-Winning scheme units offer different dimensions of music including Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure. Through consistent implementation we ensure that music lessons give the opportunity for pupils to become real musicians. Our pupils have access to music through regular classroom activities and formal music lessons, after school clubs and wider performance opportunities with other schools and in the local community.

-Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Music.

-We ensure that every child has the opportunity to engage in rich musical experiences. Throughout their time at Rockcliffe, pupils will be given regular opportunities to practice and apply their Music skills. Pupils at Rockcliffe will be able to draw upon their Musical knowledge, both in Music and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, performance, collaborative and written work.

-Teachers will use Music progression documents to plan lessons to ensure there is a deep understanding so that all children master the learning. Teachers will follow the Charanga scheme throughout the year and include/ link other areas of the curriculum where and when possible.

-The exploration of music develops all aspects of a child’s learning, from the physical action of using an instrument to the mathematical skills needed to keep a pulse. These abilities are directly transferable to other areas of the curriculum, allowing all pupils to flourish, and will be invaluable in their future life. Our pupils listen to and appreciate music from different genres and cultures allowing the children to thrive. We give them those invaluable experiences for their future.

**Implementation**
The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The progression document acts as the basis for teachers’ planning. It is tightly planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow the progression document closely, and only vary from it with the approval of the subject leader. As part of the curriculum, pupils will learn about the great composers of the world and develop their knowledge and skills in reading and writing music. They will be taught about a range of genres and styles covering historically important composers and be introduced to instruments and singing from Year 1.

-The implementation of HQTL in Music is supported by all teachers having access to online tools to support their teaching of the Music Curriculum. EYFS, KS1 and KS2 follow the Charanga scheme to plan and teach all Music lessons. Charanga is used to ensure coherence and consistency across our curriculum ensuring coverage of the different dimensions of music including Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure.

-Each Music unit will have a Knowledge Organiser that details the knowledge the children will need to know by the end of the unit of work. Teachers will use the document to map coverage along with the skills and progression document. Children will record their Music work in their topic book.

-Children have weekly opportunities to sing as part of collective worship and a range of extra-curricular music opportunities are provided.

**Early Years –** 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.

**Impact**

-Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a Music lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

- Musical knowledge has been mastered when a child can confidently and securely talk about their musical knowledge using subject specific language to explain their ideas and the impact their music has on people.

-All children will have the skills and the resilience to solve problems by applying skills linked to Music to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.

-All children will have an awareness of a range of musical genres and link this to their feelings towards a piece. They will apply learned transcription skills to documenting compositions to be performed in the future. This will allow the children to be well rounded musicians.