

What Music looks like at our school?	This is our philosophy:	This is what we plan to do:
<ul style="list-style-type: none"> • Developing skills and attitudes which can support learning in other curriculum areas e.g. listening skills, concentration levels, perseverance, self-confidence, creativity, respect and sensitivity towards others. • Children are given the opportunities to develop their musical abilities and knowledge through other curriculum areas where appropriate. • Through responding to and playing a wide range of music, the children are helped to understand how sounds are made, changed and organised. • Children develop an understanding of musical processes including learning about and reading relevant musical symbols and notation. • Children understand how music is influenced by history, time and place of origin. • Children engage in a wide range of musical experiences not only within our school community and Church Community but in wider opportunities 	<ul style="list-style-type: none"> • Music is a universal language that embodies one of the highest forms of creativity. • A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. • As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon 	<ul style="list-style-type: none"> • To ensure children develop an enjoyment and love for music • To ensure an entitlement to music for all pupils in line with the National Curriculum • To promote continuity, progression and coherence across the school • To provide opportunities for children to acquire basic skills and understanding in music through participation in musical activities individually and by working in a group • To develop creativity and imagination through listening, responding and composing music

This is what you might see:	This is how we know our children are doing well:	This is the impact of our curriculum:
<ul style="list-style-type: none"> • Happy and engaged learners • Children who actively enjoy music making, singing (for example Wider Opportunities teaching, large scale music performances) • Individual, paired, group or whole class work. • High quality modelling of vocabulary and skills • Daily singing in all year groups • Whole school singing which includes all children and staff members 	<ul style="list-style-type: none"> • Verbal feedback which serves as marking • Photograph and video evidence • Displays of work – connected to music curriculum and experiences children have engaged with (use of QR codes for ease of live recordings) • Regular monitoring of planning and lesson observations to assess children's progress 	<ul style="list-style-type: none"> • Children who demonstrate a clear progression of their skills • Confident learners who can demonstrate to others their learnt skills • Independent learners who are able to take risks whilst showing resilient learning from it. • A clear progression of skills and experience across all year groups • Embedded musical appreciation across all year groups and the wider stakeholders