



Statement of intent for music:

By the time students leave, they will have developed the confidence to sing and perform instrumentally to peers and the wider school community. They will understand musical terms and be able to recognise and articulate what they hear across different styles, genres and traditions both in recorded and, where possible, live music. Each student will be able to read staff notation and follow it on a keyboard (both melody and chords) and to play expressively. Students should also understand that music is about developing life skills such as: team work, multitasking, perseverance, coordination, concentration, listening skills, a sense of achievement and self-esteem.

	Make Connections	Self manage / Independence	Challenge / High expectations	Creativity	Problem solving / resilience
Aspire, Believe	<p>We plan so that:</p> <ul style="list-style-type: none"> Students use life skills gained from performing composing and listening to music. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students become independent when following pitch and rhythm notation When persevering to play a melody and chords on a keyboard are self motivated and resilient to keep trying, and be happy with their achievements Students persevere to achieve a good standard in the allotted time frame. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Everyone is challenged through differentiation e.g. by playing single root notes of a chord, playing triads, playing a melody, adding chords and melody together, play inverted chords or broken chords Each pupil should ask for help when needed and to challenge themselves to be the best they can. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students have the opportunity to compose music following a structure but using their own ideas within that structure. We believe that it is ok to make mistakes and learn from them in order to move forward with their compositions. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students have regular opportunities to make choices Students persevere when mistakes are made. Students are proud of their achievements but ask for guidance when needed.
Grow	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Perform pieces to their peers Celebrate achievements from outside of school in the classroom Discover cross-curricular links particularly when singing and listening 	<p>We build in opportunities for:</p> <ul style="list-style-type: none"> Choice of sounds Ownership of learning when playing the keyboard or responding to a piece of music Reviewing and sharing own learning by performing in front of their peers Listen to as well as perform to peers Peer to peer learning and feedback: give positive, productive feedback 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Access the music curriculum with clear instructions and support when embarking on practical music Model best practise either by teacher or student. Share positive praise and feedback including asking those students who have developed their skills, to perform or offer an explanation to the class Be happy to take risks and learn from mistakes. Self-challenge 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Be creative when composing music Choose from a selection of structures or scales when composing and performing music. Use your listening skills to Collaborate Give students the opportunity to perform and Celebrate their own original ideas . 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Listen to live performances Learn an instrument in a whole class environment Have facility for individual lessons from visiting peripetetic teachers
Achieve	<ul style="list-style-type: none"> Students develop transferable skills in all music lessons such as: Team work, listening skills, perseverance, coordination, concentration, self esteem resilience. Students are able to work in teams to create their own compositions. Students develop their confidence to perform. Students are well- rounded individuals by enjoying and celebrating their achievements in music. Students make good or better than expected progress and reach their expected attainment. 	<ul style="list-style-type: none"> Students become independent and lifelong learners by continuing to play a musical instrument throughout their lives Students know what they need to do to make progress by being given appropriate learning questions and by always bringing their learning back to their achievements in their lesson. 	<ul style="list-style-type: none"> Students set their own targets from differentiated tasks and outcomes when playing the keyboard. Students are proud of own achievements and feel confident to share their performance Students make good or better than expected progress and reach their expected attainment. 	<ul style="list-style-type: none"> Students are confident to ask questions about appraisal, musical terms or performing Students are well rounded - valuing creativity in all music lessons. Students make good or better progress across the curriculum 	<ul style="list-style-type: none"> Students are resilient and prepared to keep trying with their practical playing. Students must persevere and ask for help. They must be reminded that it's ok to make mistakes and that mistakes offer opportunities in their learning. Students make good or better progress as they develop resilience in learning