



Music Intent Statement

Overall aim: To teach pupils to engage, inspire and develop a love of music and their talent as musicians, and to increase their self-confidence, creativity and sense of achievement.



- Wisdom to become confident, musical individuals
- Grow to develop a deep love and understanding of cultural (world) music
- Grow in our appreciation of our rich and varied musical heritage
- Through composition and performance, grow musicianship and self-confidence



- Strength to speak confidently & convey ideas when listening to music
- Trust that they have the necessary skills to pull apart layers of music when completing sustained listening
- Believe that the skills of music are crucial to communicating effectively



- Connect with one another in musical form, becoming deep listeners and masters of performance
- Celebrate, encourage and model composition and establish an appreciation of creating music
- Be competent in the art of staff notation and begin to read music

Context

Opportunities in school: real life experiences; meaningful, cross curricular links, music days, praise through song, access to a variety of traditional and cultural music, Far Away Fridays/Miles Away Mondays

Opportunities in the local area: Links to Jarrow and Hebburn Secondary Schools; musical engagement with Pen Pals at Bede Burn Primary School, musical performances, engagement with local musicians

Opportunities for life in Modern Day Britain: performances, musicians; debate & discussion

End Points

EYFS	KS1	KS2
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.

