



## **Music at Bibury C of E Primary School**

### **Intent**

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Music helps to develop resilience and is also shown to be good for improving mental well-being. It can also be used as a vehicle for learning about past societies and other cultures and traditions.

At Bibury, our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Aligned to our school vision, we aim to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for people's attitudes to these different styles. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.

Our 'progression in skills' document sets out the musical skills that we expect pupils to master at each stage of their education.

### **Implementation**

We use the 'Charanga' resource (Model Music Curriculum) for music which supports non-specialists to effectively deliver the National Curriculum requirements for music. This ensures that students have opportunities to sing, listen, play, perform and evaluate. Other quality resources are also utilised where deemed appropriate to support these units and add greater variety.

All music lessons include a practical element and we have a range of untuned percussion instruments as well as some tuned instruments to support children with their learning.

Elements of music, together with the associated vocabulary are taught in music lessons, which allows children to use the language associated with music when appraising music from a variety of periods and cultures.

Pupils are encouraged to find ways of recording their compositions – at Key Stage 1, this is informal, using pictures and symbols. In Key Stage 2 they begin to learn to use musical notation.

Through the Gloucester Music Service, all pupils have the opportunity to learn to play an instrument alongside their peers. Our aim is to provide this opportunity every other year to pupils in year 3 and 4 so that all children have this experience during their journey through school. We supplement this whole-class teaching with recorder and glockenspiel instruction.

Music is also used as a cross-curricular tool. In EYFS, for example, pupils are taught counting songs to help with their developing understanding of number. They also learn French songs to help with language acquisition. Songs can also be used to help pupils to retain factual information.

In addition to formal musical instruction, we ensure that pupils have the opportunity to sing daily, and learn new songs, as part of our collective worship.

Pupils also learn songs for performances, such as the annual Nativity and the KS2 end-of-year musical production.

Our pupils also regularly perform songs in local church services. They contribute annually at Harvest, Remembrance and Mothering Sunday Services. The KS2 pupils also sing at the Primary Schools' Carol Festival on Advent Sunday in Cirencester.

We run a 'choir club' at school, where many KS2 pupils enjoy opportunities to learn more challenging material, such as singing with harmony and descant parts.

Pupil's knowledge and appreciation of classical music is promoted by our 'composition of the week' which is played daily as pupils enter and exit collective worship.

We welcome performances from accomplished musicians, which help to inspire our pupils.

## **Impact**

The opportunities for learning about and making music provided at Bibury ensure that our pupils progressively develop sound musical skills and the vocabulary with which to discuss their understanding.

We monitor progress through:

- Discussions with pupils
- Observations of musical performance
- Assessment for learning during lessons

- Termly assessment against our progression document and the key performance indicators (recorded on Target Tracker)

Pupils learn to appreciate music as a leisure activity, as an art form, and as something that is 'fun' which makes them feel good.



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MUSIC MARK  
SCHOOL

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Our commitment to providing a broad and balanced curriculum and the continuing value that we place on music has been recognised by the Gloucester Music Service with the award of the membership of Music Mark for 21-22.