

**The Jubilee Hub of The Jubilee with Pebblebed Federation**

**Subject Intent Statement for Music**

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| **Our Vision**‘Be who God meant you to be and you will set the world on fire.’St Catherine of Siena |
| **Intent**In the Jubilee Hub of The Jubilee with Pebblebed Federation we believe that music is an essential part of life; the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning 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 them to flourish and reach their full potential, and will be invaluable in their future life. Within The Jubilee Hub, children have access to music through regular classroom activities and formal music lessons, as well as further opportunities for development such as peripatetic music lessons. We value occasions for wider performance opportunities and strongly believe that children should be given the opportunity to share their musical skills at different events both in and outside school, performing as a whole school, within and across The Jubilee Hub and also in the local village communitis and local learning communities. Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections, which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Children will find that music is enjoyable and relaxing. All children will be able to experience a sense of achievement and pride. We endeavour to use and embrace music within our local rural community and culture, as well as to expose our children to different cultures outside of their immediate daily life. The children learn songs from different cultures and in different languages. We also welcome visitors into school, whenever possible, so that the children can listen to live music. Through a range of resources we expose the children to listening to, and watching, high quality music from a wide range of genres daily. Every child will have the opportunity to learn to play at least one musical instrument other than voice (for example clarinet, recorder and ukulele) before leaving our schools. It is our vision that every child adopts an understanding and love of music, which they can carry with them for the rest of their lives.  |
| **Implementation**The use of Cornerstones’ Curriculum Maestro for the planning of music lessons linked to our formal topics ensures that children are given the opportunity to develop their understanding of the styles, genres, history and traditions of music through a creative thematic approach. The Cornerstones’ Curriculum is teaching and learning that is mapped to the Primary National Curriculum, to ensure comprehensive coverage of national expectations. Each year and in each unit, we ensure that the children build on their previous knowledge and skills in order to gain a varied experience and appreciation of music, using our skills’ progression map to differentiate activities appropriately. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the learning projects means that the children are increasingly challenged as they move through the school. Whilst we encourage cross-curricular links to ensure that music is taught as a holistic part of the curriculum where possible, this teaching is also complemented by ensuring that the teaching of additional musical skills are progressed through each term through different parts of the school day, week and term - for example; the listening and appraising of music at the start of whole school daily Collective Worship, the daily singing of hymns/songs at this time and in prayer; the daily singing of nursery rhymes, traditional songs and ‘class songs’ such as at tidy up time or registration in EYFS and Key Stage 1; whole school ‘Ready, Steady, Write’ days to deep dive into carefully selected Nursery Rhymes and traditional songs; weekly instrument lessons taught by specialist teachers to Key Stage 2 pupils; rehearsals for performances; weekly ‘Music Therapy’ sessions; the teaching of specific music vocabulary and displaying this within the learning environments; a range of peripatetic music lessons taught by specialist teachers.We aim to provide children with a range of experiences such as meeting professional musicians and enjoying workshops led by them, listening to live music and sharing their out of school musical learning with other children. All classes have access to a range of tuned and un-tuned percussion instruments from the schools’ collections. We have class sets of tuned instruments such as ukuleles and recorders. We can also hire sets of musical instruments in order to teach groups or classes. Teaching is complemented by the use of Charanga to support quality first teaching and access to a broader range of resources. Children enjoy opportunities to perform in school plays and seasonal performances including The Nativity, Christingle and at Harvest service, as well as being part of Learning Community Concerts.Music assessment is on going and teachers record the progress and attainment against the National Curriculum expectations of attainment on Target Tracker thus identifying the level in which the child is working and recording the names of children who are achieving above or below the age-related expectation. Teachers will need to ensure they are identifying and addressing pupils’ emerging needs to support their progress. They will use their assessment to inform them with their planning, lesson activities and differentiation; ensuring children are supported and challenged appropriately. Summative assessment is completed weekly and termly to inform leaders of the improvements or skills that still need to be embedded. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Music is also monitored throughout all year groups using a variety of strategies such as lesson observations and pupil interviews. Children in Foundation Stage are assessed within the prime and specific areas of the Early Years Curriculum and their progress is tracked both weekly and termly using Target Tracker.  |
| **Intended Impact**Whilst in school within The Jubilee Hub, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. The musical skills which are taught at The Jubilee Hub within the Jubilee with Pebblebed Federation should enable the children to become active and enthusiastic musicians. By the end of KS2 we want all of our to children to develop a love of music and music making which will enhance their lives and continue into adulthood. We hope that they will be able to enjoy music, in as many ways as they choose - either as listener, creator or performer. |