



## Intent, Implementation and Impact Statement

## Music

**Intent**

At Rotherhithe Primary school, our music curriculum intends to inspire children to find their love of music and encourage and support them to develop into musicians.

By the end of Key Stage 2 we intend to equip our children with a musical skill set that will give them the opportunities to take their music education further, including singing technique, specific instrument playing techniques and the ability to read, compose and arrange music.

With our school values at the heart of our rich provision, we empower all children to achieve their potential through participating in music activities in school, at home and in the community.

Our nurturing environment fosters confidence and good self-esteem, so children enjoy performing and sharing their skills in a climate of mutual respect.

**Implementation**

Our personalised approach, drawing on the cultural influences around us, immerses children in experiences that are relevant and interesting to them. Our provision is exciting, dynamic, multisensory and pacey. Our expectation of achievement is high and our ethos is such that children feel engaged and encouraged to share their musical knowledge in their community and at home.

We contract 8 specialist music teachers who work with our children from the age of 3. With singing at the core and through a range of projects throughout their school journey, children develop key musical skills (musicianship, rhythm & pitch reading, instrumental playing, composing and performing).

Our unique [\*\*Rotherhithe music curriculum\*\*](#) meets the [\*\*National Curriculum\*\*](#) requirements and draws on some principals and methods of Kodaly, Orff and Suzuki. (see [\*\*glossary\*\*](#) for more information on these methods)

## **Music Provision**

- Weekly 30/45 minute lessons provided by Margaret's Music LTD from nursery to year 6
- Year 5 Wider opportunities Ukulele specialist
- Weekly singing assemblies for KS1 and KS2
- Regular performance opportunities such as sharing sessions, concerts and community events
- Weekly **brass lessons** for selected students by audition in year 4.
- Extra-curricular **music clubs** during lunchtime and after school  
*These include; African drumming, brass, keyboard, piano, recorder, singing, samba, drama and guitar.*

## **Singing**

As well as being recognised by the medical profession as improving general health, whole school singing reinforces our school's community identity. Our singing assemblies provide an opportunity for everyone to work together, united in an uplifting (sometimes awe inspiring) shared experience. They provide a safe environment for children to practise and share skills learnt in class.

## **Learning music through singing**

Singing is the starting point for almost all music lessons. We use a bank of Core songs with children from nursery through to year 6. These songs give us the backbone of tools to teach musical concepts. Songs are used creatively to explore all aspects of music at different points in the curriculum. Repetition allows skills to be developed fully and confidently, whilst also providing a repertoire for early instrumental playing.

## **How we learn to sing**

### **Repetition**

- The repetition of musical ideas, motifs and patterns, tunes into children's minds to the point that they can retain them

### **Revisiting**

- To recall previous learning, to be able to develop new concepts using familiar material
- To give children confidence, a sense of security and embed common ground

### **Practice**

- To improve the quality of the music experience and to reinforce the concepts being taught
- To give children a sense of achievement and pride

## Immersion

- To swamp children with similar material and similar ideas to create a sense of comfortableness and familiarity
- To find different ways to create a musical experience

**Core songs** form a foundation on which all music concepts can be built.

We also teach separate songs each year, these can be found in our knowledge organisers.

## ***Instrumental playing***

Instrumental playing begins in EYFS and continues through school in a planned progression to build relevant musical skills, including ensemble playing, improvisation, composition and music reading.

Handling and controlling instruments is taught in every year group. See knowledge organisers and music curriculum map for details on which specific instruments are taught.

Children are taught how to make sounds on the instruments

- To investigate ways to hold and control the instrument to produce the desired sound
- To organise and mix sounds together
- To choose sounds to represent ideas and events

## ***Creating Music***

Children compose and improvise music in response to stimuli and to express their own ideas

- To create pieces to represent stories, characters ideas and events
- To create a musical piece in response to a given stimuli
- To work independently in groups to create music
- To record their ideas on paper using graphemes
- To understand the difference between improvising and composing

## ***Practice***

Playing instruments requires a level of technical ability, which starts being taught when children are 3 years old. To master instrumental technique requires much repetition, revisiting and practice

- To improve the quality of the music experience and to reinforce the concepts being taught.

- To give children a sense of achievement and pride

### ***Immersion***

- To swamp children with a variety of experiences from live professional, secondary age students and peers, as well as video
- To link with other subjects, especially science and history

### **Impact**

Throughout their musical journeys at Rotherhithe Primary school, our pupil's musical skills and understanding are built on year after year - from nursery to year 6. Our specialist music teachers evaluate their sessions and alter them where necessary to provide enjoyment and good learning outcomes for all students in the class. Termly recordings of specific music skills learnt are also taken to provide a bank of evidence.

Regular in class and school performances showcase our children's musical skill and confidence. We do this in a way that helps children to value and respect each other, being inspired by each other, and able to reflect and feedback on their own work and that of their peers.



Our approach to teaching music at Rotherhithe Primary School and the curriculum is constantly being reviewed and developed to ensure we continue to match the provision to the changing and growing needs of the children we teach.

(Link to pages to show more information – below)

## **Appendices**

1. [Core Song Bank](#)
2. [Core Listening Bank](#)
3. [Structure of sessions \(EYFS\)](#)
4. [Structure of sessions \(KS1/2\)](#)
5. [Music Clubs Appendix](#)
6. [School based Brass Enrichment Programme](#)