



## Music Intent Statement

Music is a universal language that embodies one of the highest forms of creativity. It has exceptional importance in our lives as individuals, as societies and cultures and as the human race.

A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and will in turn increase their self-confidence, creativity and sense of achievement.

Here at Norden, through our high quality teaching, we will develop musicians who can:

Listen to and appraise music:

- Being able to identify instruments played, the types of ensembles playing the music and recognise music from different genres and time periods. Also identifying different features of the music using specific musical technical vocabulary taught to describe musical aspects such as the tempo and volume.
- Being able to share their own personal responses to and preferences of music played and give reasons for their choices, using the appropriate musical vocabulary.
- Being able to understand the history of specific music pieces studied and how they fit into the overall history of music.

Make music:

- Being able to sing either solo, as part of an ensemble or as part of whole class and whole school singing with increasing fluency, accuracy, control and expression.
- Being able to make music using school instruments such as tuned and untuned percussion, keyboards and recorders with increasing fluency, accuracy, control and expression.
- Having a good level of beginner proficiency on a musical instrument (currently ukulele) from participating in a full term of weekly whole-class lessons taught in Year Three by the Rochdale Music Service.
- Having the opportunity to learn a musical instrument of their choice through either individual lessons or rock band lessons with the Rochdale music service and the school choir or school ukulele group.

Compose music:

- Being able to understand and explore how music is created through the use of pitch, duration, dynamics, tempo, timbre and texture and to be able to use the appropriate musical vocabulary in their notation.
- Being able to use and understand written musical structure such as the staff, music notes and their values and other musical notations and being able to use the correct technical vocabulary to name these features.

Perform music:

- Being able to play an instrument or sing solo or as part of an ensemble with increasing fluency, accuracy, control and expression.
- Having a good understanding of the etiquette of performing and being an audience member.

- Having the opportunity to perform regularly to the school and the wider school community, gaining the experience of auditioning for, learning parts for, rehearsing and performing in a range of concerts and plays.

Progression is mapped from Early Years to Year Six following the Early Years Framework (Expressive Arts and Design), National Curriculum, the Model Music Curriculum and the National Plan for Music Education and the substantive and disciplinary knowledge is built upon year on year to make a progressive and engaging programme of study.