



At Reynolds Academy, our aim is to deliver a high-quality music curriculum that inspires children to become creative and to think and act as musicians. In our school, we hope to use music to bring the community together through the endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through a love of listening to friends and fellow pupils, performing.

Intent – What do we aim to deliver?

Music is normally taught throughout the academy at different times across the week. Early Years will typically have sessions that last about 30 minutes, as well as in continuous provision; Key Stage 1 have roughly 40 minutes per lesson and this is increased to 50 minutes in Key Stage 2, split into 2 sessions. All children participate in weekly singing assemblies.

Listening and Appraising

Children listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Musical Activities

Using Sing Up resources we are able to teach a broad and diverse range of repertoire, approaches and musical traditions covering the following strands:

- Musical development
- Playing performing
- Composing
- Improvising
- Listening
- Appraising



Implementation – How do we aim to deliver it?

At Reynolds Academy we use Sing Up, following a one-year programme for each year group.



The Music curriculum at Reynolds is creative, collaborative, celebratory and challenging. It provides opportunity to perform and exposes the children to listen to a wide genre of music from around the world.

Performing

The children are provided with opportunity to share what learning has taken place during the lesson and work towards performing to an audience.

Some units are for 6 weeks. These are based around a song, and the musical learning flows from the features of the piece. These take an integrated approach, combining singing and playing, listening and appraising as well as improvising and composing.

Other units are planned for three weeks and mainly focus on improvising and composing and supporting children to find their own creative voices, and include lots of practical activities.

Impact – How will we know when we have delivered it?



High levels of engagement and enjoyment

Children at Reynolds Academy use imagination, self-confidence and originality. We believe music gives the skill, discipline, concepts and knowledge necessary to allow them to express responses to ideas and experiences across the curriculum and wider areas.

Assessment and Monitoring Progress

Every unit has clear learning outcomes, which are intended to inform teaching. As part of each lesson, teachers will informally observe a small group of children each week, referring to the outcomes for their year group. This keeps this manageable, so the focus can be on practising skills rather than testing.

Progression

Each unit includes 'Snap Shot' lessons which provide the teacher with evidence to reinforce the teacher's judgement of how their children are achieving in line with their year group outcomes over time. We recommend that these lessons are recorded and shared with the curriculum leader for music.

Pupil Voice

Pupil voice is an important tool in finding out about the effectiveness of our music curriculum and how it is being taught. The curriculum leader for music talks to children of different ages and a mix of abilities to find out about their recent learning and compare to one another.