

Intent	Research link	Implementation	Impact
<p>To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.</p>	<p>Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects- English, mathematics and science. Research suggests that arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased well-being.</p>	<ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum through Charanga. • Teaching and learning should show progression across all key stages within the strands of music. • Professional musicians with teaching experience to work with Years Two and Three. • Children get access to being taught by real musicians. • Peripatetic teachers to come into school and teach individual instruments to those children who wish to earn them. • A love of playing an instrument promoted and encouraged in their ability to do so as a form of expression. 	<ul style="list-style-type: none"> • Children will achieve age related expectations in music at the end of their cohort year. • Children will retain knowledge that is pertinent to music. • Children will have the opportunity to foster their instrumental flare and use this as a form of expression.
<p>To promote a love of music and singing across a broadened curriculum.</p>	<p>Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects- English, mathematics and science. Research suggests that arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased well-being.</p>	<ul style="list-style-type: none"> • Children will access extra-curricular musical participation opportunities such as choir, singing in the local community and Young Voices • Scope for children’s participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatedened. • Musical opportunities will be displayed in school and a whole school choir competition will be promoted and participated in. <p>All children get experience of performing to a wider audience. Children will be aware of opportunities</p>	<ul style="list-style-type: none"> • Children will participate in wider musical activities. • Opportunities for improved well-being and confidence will be increased. • Children will gain wider audience performance experience. • Children will have heightened awareness of musical opportunities

		available and possibility of accessing them.	available in and outside of school in the hope that access will be increased.
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Pedagogical Approaches to Music

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
Constructivism	Enquiry-based learning
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
Liberationism	Pupil-led learning; opportunities to showcase learning
Learning, working and talking like a musician	Being introduced to the key vocabulary that a musician would use; defining the key vocabulary that a musician would use; high expectations of pupils 'talking' like a musician.