



Intent	Implementation	Impact
<p>At James Elliman Academy, it is our intent that every child receives a high-quality music education that engages and inspires them to develop a love of music and their talents as musicians. Music is a universal language that embodies the highest form of creativity and in this way, we intend to give our children the tools to express themselves in a fun and collaborative manner, within an environment where mistakes are proof that they are trying.</p> <p>The Music curriculum at James Elliman Academy also enables children to develop an understanding of culture and history, both in relation to students individually, as well as diverse ethnicities from across the world.</p> <p>Our music curriculum reinforces our school's six core values in lessons: resilience, integrity, democracy, creativity, gratitude and diversity to allow children to develop transferable skills across the whole curriculum.</p>	<p>In accordance with the 2013 National Curriculum for Music, lessons are planned to facilitate progression through Key Stages 1 and 2 in a clear pathway towards musical security as the children:</p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively to sing songs and speak chants and rhymes in assemblies, concerts lessons and in community events</li> <li>● play tuned and untuned instruments musically</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>● learn to sing and use their voices, create and compose music with I pads</li> <li>● have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence, also in afterschool clubs</li> <li>● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Children are taught the 'Elements of Music' so they can use technical language to dissect appreciate and analyse music.</li> </ul>	<p>Music assessment is ongoing throughout every lesson and across the curriculum to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children.</p> <p>Pupils are given feedback and next steps to respond to in order to personalise learning and provide them with opportunities to develop their musicianship.</p> <p><b>The impact will be measured through:</b></p> <ul style="list-style-type: none"> <li>● lesson visits - demonstrating children's enthusiasm about and engagement with their learning.</li> <li>● Pupil Voice - evidence children's enthusiasm for the subject, aspirations for music based career choices and children's abilities in recalling and applying their music knowledge to a range of contexts.</li> </ul> <p>Learning environment - subject specific vocabulary and key concepts learned, as well as a celebration of the learning journey (where appropriate).</p> <ul style="list-style-type: none"> <li>● assessment – pupil questionnaires and surveys,</li> <li>● performances, performance checklists and completed worksheets such as music theory worksheets. Regular concerts at school and the school's involvement in local musical events, including 'Celebration Saturday' ensure that children are confident performers. They also provide further means to showcase the impact of the school's high-quality music provision.</li> </ul>