

Music at Cecil Gowing

Intent

Music is everywhere at Cecil Gowing. We use music to help with transitions, to celebrate, to create atmosphere, to move to and to inspire imaginations. We believe that all children are musicians and we build on this natural curiosity and love of sounds and rhythm to further develop musical interests and abilities. At Cecil Gowing, children are introduced to a variety of musical genres, styles and experiences which we hope will further ignite their passion for music and foster a lifelong love of the performing arts. We intend to inspire our children to become singers, composers, instrumentalists and performers. It is through the provision and opportunities that the teaching of music brings at Cecil Gowing that children are able to show personal expression and build their confidence and self-belief.

Implementation

In the early years, music is taught daily through singing nursery rhymes and songs. Children have continuous access to a stage and musical instruments in their learning area. Children learn a poem regularly through "Poetry Basket" and dance is encouraged throughout the day for exercise breaks and in PE.

As the children progress through key stage one, the 'Sing Up' scheme of music is used to provide engaging, creative and active weekly music lessons. Our music lessons support a fully-integrated approach to musical development connecting singing and playing, composing and improvising, listening and appraising. Songs string the lesson sequences together and as the plans develop, the children practise a carefully thought-out progression of musical skills as set out in the music progression document. All children benefit from a singing assembly once a week where they learn to perform an array of songs and gain from the many benefits of singing together in a large school collective.

Impact

The impact of the teaching and learning of music at Cecil will be observed by teaching and support staff during lessons. Lessons will, at key times, be recorded for evidence of live performances and progress will be recorded as

working below, at, or above the age expectation at regular intervals. Children in all year groups perform to a live audience at different points throughout the academic year. Within the sequence of weekly music lessons, children learn to identify strengths and areas for improvement in their own and other children's performances. The music curriculum leader uses pupil voice to monitor the impact and effectiveness of music lessons from the children's perspective.