



Intent	<p>At the Mosley Academy, we value the importance of the arts provision to nurture the whole child. Music plays an important and consistent part in the life of our children and we understand that Music can inspire and motivate children and play an important role in their personal development. At Mosley, we aim to teach high quality music lessons that engage and inspire pupils to develop a love of music, helping to increase their self-confidence, creativity and sense of achievement as musicians. We also aim to promote children's social, spiritual and global development through music, developing a greater appreciation of the world we live in by understanding different cultures and societies through music.</p> <p>As children progress through the school, they should develop critical skills within music, allowing them to compose and perform with increased awareness of the steps and skills involved within this process.</p> <p>The Mosley Academy delivers a broad and balanced music curriculum in line with the National Curriculum to ensure that all children:</p> <ul style="list-style-type: none"> ▪ Perform, listen to, review and evaluate music. ▪ Be taught to sing, create and compose music. ▪ Understand and explore how music is created, produced and communicated.
	<p>At The Mosley Academy our children will present the following as musicians:</p> <ul style="list-style-type: none"> • A rapidly widening repertoire which is used to create original, imaginative, fluent and distinctive composing and performance work. • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. • Very good awareness and appreciation of different musical traditions and genres. • An excellent understanding of how the historical, social and cultural origins of music contributes to the diversity of musical styles. • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. • A passion for and commitment to a diverse range of musical activities.

Implementation	Key Components		
	<p>Music lessons are taught regularly in our classes. Our lessons are supported by Charanga (Staffordshire Music Scheme) units of work, which support our pupils to develop in the following areas:</p> <ul style="list-style-type: none"> - Listening and appraising - Singing and Musical Instrument Practise - Composition - Improvisation - Performing and Sharing 		
	Music in R, Y1, Y2, Y5 and Y6	Progression	Music in Y3 and Y4
	<p>Music is taught regularly by both teachers and teaching assistants, following the Charanga Music Scheme. Charanga offers a topic-based approach to support children's learning in music, which is based on the evidence from the model music curriculum. It provides an integrated, practical, exploratory, child-led and inclusive approach to music. In each class where a specific instrument isn't learnt, children regularly use the glockenspiels to perform.</p>	<p>A steady progression plan has been built into the scheme within each year group and also from one year to the next, ensuring consistent musical development. The interrelated dimensions of music (Listen and Respond, Explore and Create, Singing and Performing) weave and spiral throughout the units covering a wide variety of historical periods, styles, traditions and musical genres tailored to the age and stage for each year group. The progression of skills and knowledge is clear and teachers are aware of their place in the learning journey.</p>	<p>In addition to the Charanga curriculum, our children have the opportunity to learn the Ukulele in Year 3 and the Violin in Year 4 as a whole class as part of the Entrust schools' scheme. These sessions are delivered by a music specialist from Entrust, who builds their confidence with musical instrument playing, as well as performing as a group and reading music.</p>
	Peripatetic Lessons	Assemblies	Performance
<p>Children throughout the school have access to an additional music offer, taught by a range of providers. In school, children can learn piano, singing, saxophone, clarinet, trumpet, guitar and drums. These lessons prove to be popular and we enjoy celebrating musical awards given through this commitment to learning a musical instrument in their own time.</p>	<p>We enjoy listening to music from different times and of varying genres during our assemblies. We have used the model music curriculum suggested listening list to curate pieces for our children to listen to and discuss each week in assemblies. We also enjoy singing together as a school and learn key pieces that share our school values and make us happy - a singing school is a happy school!</p>	<p>We believe that children should have opportunities to perform and showcase their musical talents. With this in mind, we have a range of chances for our children to develop in this area in each term:</p> <p>Young Voices - Children practice with our school choir through the Autumn term and perform as part of the largest school choir at the Genting Arena in Birmingham.</p> <p>Symphony Hall - A unique opportunity for Y3 and 4 pupils to perform in one of the most prestige music venues.</p> <p>Music Showcase - an evening performance in school to share any musical instruments learnt through the year, performed to parents.</p>	
<p><u>At The Mosley Academy we understand that SEND can be categorised in four main ways:</u> social, emotional, and mental health cognitive and learning communication and interacting physical and/or sensory</p> <p>We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. Teachers promote and embed the EEF 'Five-a-day' principle. Examples of targeted support include: the use of visual or practical resources; the use of adult support; differentiating by outcome according to the child's needs; pre-teaching key vocabulary; providing templates to scaffold; the use of spaced repetition to improve memory; and consideration of the type of task e.g. group, partnered, individual.</p>			

<p>Monitoring through: Learning Walks Peer Observations Book Scrutiny Pupil Voice Data Analysis Routine Reviews of Curriculum</p>	<p>Increased Cultural Capital through exposure to a wide range of musical styles.</p> <p>Greater understanding of British Values: Mutual Respect and Tolerance</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>
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