



## **Mastery in Music at Charlton Kings Infants' School 'Building Musicians'**

### **Beliefs and values:**

At CKIS we want to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement by teaching them to:

- develop their understanding and appreciation of a wide range of different genres, styles and traditions of music, developing and extending their own interests and increasing their ability to make judgements of musical quality;
- acquire the knowledge, skills and understanding needed to make music on their own and with others, learning to sing and to use their voices as well as performing with musical instruments and use technology;
- 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.
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

### **Mastery teaching and learning in Music:**

In the **EYFS** (Kindergarten and Reception), children experience music through a wide range of learning opportunities. These are linked to the Early Years Framework and Development Matters. Children:

- Sing songs regularly and are encouraged to make music using their voices, bodies, found materials, un-tuned and tuned instruments.
- Are encouraged to respond creatively to the music they make or hear.
- Experiment with ways of making and changing sounds and music.

In **Key stage 1**, teaching and learning builds on the work in EYFS and learning objectives are linked to the National Curriculum. Children are:

- taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes through weekly whole school singing assemblies led by the choir leader and music co-ordinator and through daily provision and practice (please refer to our CKIS singing strategy).
- play tuned and un-tuned instruments musically through weekly class music lessons and whole class teaching of tuned instruments (Y1: recorder, Y2:ukulele). In addition some children attend weekly peripatetic music lessons to learn the violin and cello. Through these opportunities children are encouraged to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Listen with concentration and understanding to a range of high quality live and recorded music both in the classroom, through weekly assemblies and through performances of visiting throughout the year.

### **Monitoring, Evaluation and Improvement:**

Assessment criteria are written into our school curriculum and medium term plans. Teachers monitor children's progress and attainment throughout the year in order to inform ongoing teaching and learning. The subject leader and SLT monitor the quality of teaching and learning in Music through learning walks, lesson study, pupil conferencing and scrutiny of evidence (teacher's observations, videos of performances etc). Planning is reviewed annually and advice is given where necessary. The co-ordinator attends relevant subject training and feeds back to colleagues in order to ensure that improvements to the teaching and learning of music are constantly reviewed and planned for.