



MUSIC INTENT STATEMENT



“Music gives a soul to the universe, wings to the mind, flights to the imagination and life to everything.” Plato

“Where words fail, music speaks.” Hans Christian Anderson

At Locks Heath Junior School, we aim to inspire a love of music and for the children to develop their own skills of musicianship so they can express their creativity: increase their self-confidence and sense of achievement. Through developing an understanding of the interrelated dimensions of music, children will be able to engage critically with their own compositions and those of great composers and musicians.

Through a consistent practical and skills based approach to learning, children will become passionate and inspired musicians who can explore the universal language of music. Each unit of music will have a ‘hook’ piece of music, allowing pupils to explore the work of a diverse range of composers and to apply that to their own performances and compositions. Where possible, the context of the musical learning will relate to wider topics allowing children to engage with music’s wider cultural impact.

Safeguarding is of vital importance to Locks Heath Junior School and we seek to promote and teach it in all areas of the curriculum. In music, we ensure that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS. All equipment, such as instruments, are maintained properly and hygienically, and are regularly checked. It is a propriety to ensure that music used in school, e.g. assemblies/dances etc. is age-appropriate and respond appropriately should children raise adult themes from music that they have listened to outside of school

Music will not be confined to curriculum lessons but is supported by Singing Assemblies, peripatetic music lessons and a range of musical clubs open to everyone.

We want to enable **all** children to:

- Discover how the interrelated dimensions of music affect music across different genres.
- Explore how to apply the different dimensions of music to their own compositions and performances. Children will appreciate that the musical dimensions work together, like bricks in a wall, in any piece of music.
- Take advantage of opportunities to perform within school for example during the productions in Years 4 and 6 and outside of school within our local community. Throughout their time at Locks Heath Junior School, children will be able to share their compositions with their peers and the school community.
- Be inquisitive about different genres of music drawn from a range of musical traditions, composers and musicians and reflect on their own musical tastes using appropriate technical vocabulary.
- Reflect on the composer’s intentions for their audience and to explore the dimensions of music and technical knowledge, such as scale patterns, used to achieve this.
- Listen to music in a variety of contexts with increasing aural memory and attention to detail. Children will be able to learn increasingly long melodic and rhythmic phrases, applying dimensions such as dynamics and tempo.
- Using response to music to help recognise, label and articulate feelings and develop an understanding of how music can support our mental health and wellbeing.
- Through performance and feedback, raising self-esteem and confidence.
- Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner. •



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- Develop performance skills across a range of tuned and untuned percussion instruments, along with a more focused period of study on the ukulele. We also use the collaborative nature of music to promote positive peer interactions.
- Remove barriers so that all children can play in solo and group ensembles. Children will explore how to use their voices and play instruments with increasing accuracy, fluency, control and expression.
- Explore a range of musical notation including staff notation.
- Reflect on their musical skills in order to explore and develop rehearsal skills and the role they play in final compositions and performances.
- Work collaboratively and inclusively to create and rehearse performances, developing non-verbal communication skills and an awareness of their performance as an ensemble.
- Develop an understanding of where the 'hook' pieces of music fit into the wider history and development of music.