



<b>Intent</b>	At Mill Hill Primary Academy, we aspire to make music an enjoyable, rich and stimulating learning experience. Children are encouraged to participate in a variety of musical experiences, through which we aim to build a range of skills and understanding in musicality. We aim to nurture and develop children's confidence, to express themselves and to respond to a range of music. Through singing songs and performing, children learn about the structure and organisation of music and are taught to listen and to appreciate different genres. Children also develop descriptive language skills in music lessons, when learning about how music can represent different feelings and emotions.			
<b>Underpinned by</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Questioning</b>	<b>Performance</b>
	Children are taught technical vocabulary such as volume, pitch, beat and rhythm and children are encouraged to discuss music using these terms.	Children will be able to understand how to differentiate between different musical terms and have the knowledge to be able to play a variety of instruments.	Children will be able to recall musical terms and show their knowledge of these terms. Children should be able to talk about different genres of music and talk about music throughout history.	Pupils will be able to perform solo, or in groups, to show forms of expression and develop their confidence.
<b>Implementation</b>	KAPOW scheme - sequence lessons covering songs and a variety of musical links to the EYFS and the National Curriculum.		Cross Curricular Links - using music to explore other foundation subjects.	Performance - City Songbirds choir, lunch time choir and recorder festival.
	Music Specialist lessons - having opportunities to learn a musical instrument, such as woodwind, drums, keyboard or piano and being taught by a music specialist throughout the year.		Questioning - specific questioning in lessons with links to music and through cross curricular teaching.	
<b>Impact</b>	By the end of EYFS, children should be able to remember and sing a variety of songs and nursery rhymes, play instruments with increasing control such as maracas and tambourines and be able to perform on their own or in a group, singing songs and performing their own dance. By the end of KS1, children should be able to use their voices expressively by singing songs, chants and rhymes; play tuned and un tuned musical instruments; be able to experiment with sounds, and use technology to support their learning, where appropriate. At the end of KS2, children should be able to sing and play musical instruments with increasing confidence, accuracy, fluency, expression and control; have an understanding of composition and musical structures, such as, being able to reproduce sounds from memory, and play and perform in solo and ensemble contexts, using both their voices and instruments.			



	<b>PUPIL VOICE</b>	<b>EVIDENCE IN KNOWLEDGE</b>	<b>EVIDENCE IN SKILLS</b>	<b>BREADTH AND DEPTH</b>
	<p>At Mill Hill Primary Academy, the impact of our curriculum is measured through pupil discussions and interviewing the pupils about their learning.</p>	<p>Children show enthusiasm and engagement throughout their music lessons and they use vocabulary linked to the subject, in their collaborative discussions.</p>	<p>Lessons show progression of skill within each year group, effectively implementing the resources available to enhance high level outcomes.</p>	<p>Music teaching at Mill Hill Primary Academy delivers the requirements of the EYFS and the National Curriculum, and teachers plan lessons using our school knowledge and skills document and the KAPOW scheme of work.</p>