



## Music

### Intent:

At Park Hall Junior Academy, our aim in teaching Music is that children gain a firm understanding of what music is through:

- listening
- singing
- playing
- evaluating
- analysing
- composing

across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

The National Curriculum for music aims to ensure that all pupils:

- 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.

### Implementation

At Park Hall Infant Academy we have chosen to use the Charanga music resource as a basis for our lessons in order to ensure the skills outlined in the National Curriculum are taught progressively across the school through a repetition-based approach to learning. Our music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as the weekly singing assemblies, various concerts and performances for peers, parents and the wider community, and through involvement in additional specialist teaching and clubs such as our school choir. The elements of music are taught so that children are able to learn and use some of the language of music to understand how it is made, played, appreciated and analysed. In the classroom students learn how to compose and perform using tuned and un-tuned percussion instruments, body percussion and vocal sounds through opportunities for exploration and structured activities that develop the understanding of musical elements.

Children will also be given opportunities to use a DAW (digital audio workstation) to create their own musical compositions, building separate audio tracks into a final finished piece.

### **Impact**

Whilst in school, children have access to a variety of music with links to various areas of the curriculum. The integral nature of music and the learner creates an enormously rich palette from which children may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - as either listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

### **SEND:**

#### **Intent**

In Music lessons, Park Hall Junior Academy is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities can access and succeed in the full curriculum.

#### **Ambition**

We have high expectations for every pupil. Our curriculum is ambitious and carefully sequenced so that pupils with SEND learn the same core knowledge, skills and vocabulary as their peers. We do not reduce the breadth of the curriculum; instead, we provide the right support to help pupils achieve.

#### **Inclusion**

Music lessons are planned to be inclusive and supportive. All pupils are encouraged to contribute, ask questions and share their ideas. We recognise that pupils learn in different ways and ensure that teaching approaches reflect this. We use the Charanga scheme, which allows for adaptability for all abilities, and we allow children to experience a range of music making opportunities throughout their time at Park Hall Junior Academy, including glockenspiels, keyboards, digital music creation and singing. Lack of proficiency in a musical instrument is not a barrier and does not hinder children's learning or greater enrichment. All children are encouraged in lessons to experience, experiment with and create music; wider opportunities, such as after-school clubs, musical entries in talent shows and music-related trips, are available to children of all abilities, backgrounds (including Pupil Premium/ disadvantaged) and needs.

## **Adaptive Teaching**

Teachers adapt their teaching to meet the needs of learners within the classroom. This may include:

- Pre-teaching and revisiting key vocabulary
- Breaking learning into smaller, manageable steps
- Use of visual aids, e.g. sheets showing musical notes on a keyboard or stave.
- Targeted questioning and regular checks for understanding
- Flexible grouping where appropriate.

Adaptations are designed to support access to the same learning objectives, while building independence over time.

## **Reasonable Adjustments**

Where needed, reasonable adjustments are made in line with individual support plans. These may include:

- Additional time to process information or complete tasks
- Modified presentation of resources
- Focused adult support where appropriate
- Environmental adjustments to support concentration and engagement, including consideration of needs where hypersensitivity to sounds may otherwise be a barrier to participation.

These adjustments ensure pupils can demonstrate their understanding without lowering expectations.

## **In Practice**

For pupils with SEND, this means access to high-quality Music teaching, clear explanations, structured support and regular opportunities to revisit prior learning. Progress is monitored closely and teaching is adapted where necessary to ensure all pupils develop secure Music skills, knowledge and understanding.