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| **Intent, Implementation and Impact** |
| **Intent**  We believe that every child should have access to the highest quality music education as part of a broad and balanced curriculum. Music promotes creativity, team work, perseverance, communication skills, and self-discipline.  A high quality music education has been shown to benefit academic progress in all other areas of the curriculum, for students of all abilities. Participation in musical activities benefits wellbeing, increasing the release of feel-good chemicals in the brain and reducing stress and anxiety.  Music is a practical subject, and all pupils should be given the opportunity to sing, play musical instruments and create their own music. Learners benefit from listening to the very best that every genre of music has to offer. The joy of listening to and participating in live performance creates memories that last a life time, and should be experienced by all.  A carefully planned music curriculum ensures that all pupils build their skills and knowledge, allowing them to perform, compose and listen with increasing insight.  **Implementation**  Our teachers go through a rigorous recruitment process to ensure that they have the subject knowledge and skills to deliver an excellent music curriculum.  They have access to regular CPD that is tailored to their needs and enables them to continually improve their music teaching and meet the needs of all learners. Teachers are observed regularly and our peer mentoring programme enables teachers to learn from one another and develop best practice.  All teachers ensure that learning is planned to meet Maestros Curriculum Objectives, and assess pupils against these criteria. Teachers are enabled to work together to share and develop resources.  Our Singing Development Co-ordinators provide training and resources to ensure that high quality singing is an integral part of all music teaching.  **Impact**  Assessment in music should be holistic, and take account of a wide range of musical skills and understanding.  Teachers assess pupils’ progress by observing their participation in a range of learning activities in which they have been singing, playing, performing, composing, and listening. In addition to progressing in their musical attainment, pupils will develop in confidence, wellbeing and social interaction. Schools are encouraged to make video and audio recordings to provide evidence of progression. Progress is made over time, and evidence from a series of recordings should be used to show this.  Students will re-visit skills many times over a key stage, and as challenge increases, may sometimes appear to be dipping in their attainment. However, as they consolidate new skills it will become apparent they have progressed further. |