



# Bevendean Primary School and Nursery

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Headteacher: Mr. M Dally

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## A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

### Curriculum statement for the teaching and learning of Music

Intent	<p>At Bevendean Primary School and Nursery, we value music because it is a powerful and unique art form. Music boosts creativity and supports development in social skills, self-discipline and confidence. We provide a music curriculum where children develop a solid understanding of the interrelated dimensions of music through the skills of performing, composing and appraising. We ensure children experience a range of classical, rock, folk, jazz and popular music taken from different times and cultures.</p> <p>In EYFS, our aim is to use music within the early years curriculum as much as possible, to ensure they are exposed to music and learn how to respond to music. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression.</p>		
	Perform, listen to, review and evaluate	Sing and use voices	Understand and explore
Underpinned by..	<p>A fundamental part of displaying musical understanding and gaining skills is performance. This is at the heart of life at Bevendean where we provide children with regular opportunities to showcase their musical learning. Within lessons children share their learning with their peers both to gain feedback and, where appropriate, as a final performance. Children have an opportunity to perform within assemblies / performances to the whole school and the wider community.</p>	<p>Children learn to sing a wide range of genres of song; both in weekly assemblies and termly performances. They perform to a high standard due to approaches taken to learning the songs. All children from years 3 to 6 are invited to join our very successful school choir.</p> <p>We provide children with cultural capital opportunities through watching and participating in concerts and musical theatre within school at the Brighton Centre at the Brighton and Hove Christmas Concert. The children also perform to the wider community at school, local residential care homes for the elderly.</p>	<p>Children are given opportunities throughout the school to study music through playing, singing, creating and performing. They develop confidence, communication, thinking and creative skills and can improve their emotional well-being. Every child will be able to experience a sense of achievement and pride by having the opportunity to learn about music through a variety of means.</p>

Implementation	<p><b>How do we implement this?</b></p> <p>The music curriculum from Year 1 to Year 6, is primarily delivered through subject specialist teaching. Music in EYFS is taught in regular weekly sessions and includes, rhythms, rhymes, songs and playing un-tuned percussion instruments. Music teaching follows the key principles of the National Curriculum for Key Stage 1 and 2. Children participate in subject specialist music lessons in a termly block. They experience a spiralling curriculum in music, which means that skills are revisited and added to every time it is revisited. Children develop skills in listening, composition and performing. Bespoke progression planning documents outline key content and learning experiences that children will have in each year group. Such planning may also be adapted to respond to particular school, national and international events and themes.</p> <p>Whole school singing and listening assemblies provide opportunities for children to sing and listen to a wide range of music from different periods of history, traditions and culture.</p>		
	Supported by...	<p><b>Broad and Balanced Curriculum</b></p> <p>The Music Express Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and is an integrated, practical, exploratory and child-led approach to musical learning.</p>	<p><b>Listen and Appraise</b></p> <p>All lessons provide the children an opportunity to listen to at least one new song per session. They will apply their knowledge of the interrelated dimensions of music (see above) to different genres e.g. gospel, reggae, blues.</p> <p>Children also listen, appraise and learn about the work of one iconic singer/musician/composer/band (from different times in history and from different ethnic backgrounds) per term. This helps to build pupils' cultural understanding and knowledge</p>
	<p><b>Perform/Share</b></p> <p>Children are given the opportunity to share what has taken place during the lesson and work towards performing to an audience.</p>	<p><b>Cross curriculum links</b></p> <p>Where possible, links will be made to current topics, to engage pupils and make their learning relevant.</p>	

Impact	How do we measure this?			
	At the end of each year, pupils will have gained a deepening understanding of the interrelated dimensions of music. They will be able to apply this to:			
Measured by ....	Pupil Voice	Evidence in Knowledge	Improvise and Compose	Perform, share and evaluate
	Children can listen and appraise songs from a wide variety of genres and time periods. They can name a growing number of iconic musicians and composers, and discuss why they are/were important.	Children can sing a variety of different songs. They can play tuned and untuned instruments with increasing competence.	Pupils can show their deeper understanding of a piece by improvising further rhythms/melodies and composing short sections.	Children can perform and share their work with others. They can compare and comment on skills, techniques and ideas that they and others have used, then use their observations to improve their work