

MVFS Expressive Arts: Music Provision

Intent

At MVFS, we believe that music is a universal language that fosters creativity, expression and connection; and we are committed to providing high-quality musical opportunities to engage and inspire our children. Through exploration and careful teaching, we are able to help our children to develop a love of music, nurture their talents as musicians and build self-confidence, creativity and a sense of achievement.

As children progress, they develop the ability to listen with discrimination, perform with increasing confidence, and compose their own music. We also want our children to develop critical engagement with music so that they can appreciate and enjoy the best of the musical canon, and value the music of a diverse range of cultures and traditions.

In order for our children to know more and remember more, prior learning is always considered; and opportunities for the revision of processes and understanding is built into all lessons. Through revisiting and consolidating, our approach helps children build on existing knowledge whilst introducing new skills and challenge; and the revision and introduction of key vocabulary is built into each lesson.

Our Key Aims: At MVFS, we strive to...

- help children enjoy listening to music from a wide range of styles, cultures and traditions; including the work of great composers and musicians.
- give every child the chance to sing, use their voice and make music with others; as well as composing their own pieces.
- support children to understand how music is created and communicated through the key elements of pitch, rhythm, tempo, dynamics, structure and notation.
- provide opportunities for children to learn instruments, explore musical technology, and follow their own musical interests.
- use music as a way of building resilience, self-esteem and emotional regulation; so that children experience success, joy and a sense of achievement.



Implementation

Our bespoke music provision is carefully tailored to meet the needs and interests of each child; and sessions are carefully planned and sequenced to ensure the progression of knowledge, skills and confidence.

During their time at MVFS, children access music in whole-class lessons, small group sessions and through independent exploration. Music is also delivered through weekly sessions with a peripatetic teacher, who provides children with the opportunity to pursue personal interests and choose to learn to play an instrument that appeals to them. Having worked with MVFS for many years, this specialist teacher understands the additional needs of our children and is able to adapt their teaching methods accordingly. As an accomplished professional musician, they are also able to demonstrate and play a wide range of instruments to our children; and inspire them with tales of their own performances – most recently playing in Europe and at the 2025 Glastonbury Festival.

Celebration is another central part of music at MVFS and children are encouraged to share their progress and perform to peers and families at events such as *Carols Around the Christmas Tree* and the *Celebration Assemblies*.

Stage One:

- In Stage One, children are encouraged to explore their voice and other instruments in fun and expressive ways. As well as singing songs and chanting, they use their voice and untuned percussion instruments to explore pitch (high/low) and tempo (fast/slow). Children also have the opportunity to play both tuned and untuned instruments and work on building confidence in keeping a steady beat or copying a simple pattern. At this stage, music-making is about curiosity and play: combining sounds, exploring contrasts and beginning to work together as part of a group. Children are also taught how music can support regulation and expression – allowing them to enjoy moments of calm and excitement through sound.

Stage Two:

- In Stage Two, children build upon their musical interests and knowledge. They deepen their understanding of how communication through song can be enhanced by performing expressively (using facial expressions and movement) and by incorporating simple sign language to make performances more inclusive. Children begin to explore traditional notation and develop the ability to interpret a simple score and turn abstract symbols into simple rhythms and melodies. They are also encouraged to compose by improvising to extend or imitate pieces of music that they are introduced to. At this stage, children are empowered as musicians by being able to choose whether to continue working with untuned instruments and drums, or begin to learn to play the recorder or keyboard.

Stage Three:

- In Stage Three, children continue to refine and extend their knowledge and skills. Singing becomes more tuneful, with clearer diction and growing control over pitch and dynamics; and rhythms and melodies are played with increasing accuracy, whether playing solo or as part of a duet or group. Children also start to use musical structures more consciously and deliberately to organise and develop their ideas during composition. Having demonstrated sufficient knowledge, skills and proficiency, children are again offered the opportunity to continue with the instrument that they have learnt so far, or begin to learn to play a new instrument (most commonly, the guitar or clarinet).

Impact

Through our high-quality and inclusive approach, we will see the impact of teaching music in different ways. Our children will be engaged, motivated and eager to participate in musical opportunities. They will be able to talk about and demonstrate the knowledge, skills and vocabulary that they have acquired; and will show increasing levels of understanding, confidence, creativity and self-expression when singing, playing, composing and evaluating music.

Evidence collected will show that a range of opportunities are being provided and explored, and that our approach to learning is enabling our children to develop a meaningful sense of music and its potential for communication and expression. As a school community, we will celebrate their progress and talents through performances to peers and families; and encourage all of our children to develop an enduring love of music – recognising it as both a form of creativity and a way of connecting with others.

