



# St Mary's Catholic Primary School

## Music Curriculum Statement



*Music is a science; music is mathematical; music is a foreign language; music is history; music is Physical Education; music develops insight and demands research.*

*Music is all these things, but most of all, music is Art*

*That is why we teach music: not because we expect you to major in music, not because we expect you to play or sing all your life, but so you will be human; so you will recognise beauty; so you will be closer to an infinite beyond this world; so you will have something to cling to; so you will have more love, more compassion, more gentleness, more good.*

*In short, more Life. (Author Unknown)*

### INTENT

What are we trying to achieve?

At St Mary's Catholic Primary School, we want every child to be happy and enthusiastic learners of Music, and to be eager to achieve their very best. We firmly believe that the recipe for success is high quality first-wave teaching in Music, which is central to the life of our happy, caring school.

- Our principal aim is that children leave St Mary's Catholic Primary School with a wide range of happy and rich memories in Music, formed through interesting and exciting experiences, driven through topics that enhance a child's awareness of their own abilities and strengths as a learner; thus ensuring that children see learning in music as an ongoing process not a one-off event.
- Our high-quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.
- Opportunities exist for children of all ages, to experience learning beyond the classroom. This allows them to enrich their knowledge by, for example, attending performances by professional musicians and participating in school productions as well as Academy performances with Cluster Schools at Buckfast Abbey. One of our main links with Buckfast Abbey is through the Choristership programme, where children from Year 3 and above have the chance to become choristers. This

enables children to participate in an additional six hours music tuition per week, in addition to weekly individual singing and piano lessons.

- Other opportunities open to all children include being a member of our school choir, visits to concerts, meeting professional musicians visiting school to work with pupils and musicians from other schools sharing their expertise with staff and children.
- Children will meet the National Curriculum expectations in music, which will be taught by highly qualified staff who will support children to develop skills which in turn will enable them to develop a deeper understanding of the subject.
- All children will study music for a minimum of 30 minutes per week or 60 minutes every 2 weeks, with continued opportunities for curriculum enhancement using music such as singing assembly and music through the curriculum.
- Children will develop self-confidence and teamwork skills through performance. They will have opportunities to sing as a class, in smaller groups and as a school community.
- All children can perform in front of an audience, for example in the majestic setting of Buckfast Abbey.
- Performing opportunities are developed throughout KS1 and KS2 to prepare children for secondary education.
- Children will learn to read and write staff notation, increasing their understanding of rhythmic and melodic notation.
- Children will understand how Catholic virtues and British Values relate to music, through a study of music from different faiths and cultures.
- Children will listen to, review and evaluate a range of music across a range of historical periods, genres, styles and traditions, including contemporary music and the works of the great composers and musicians using subject specific vocabulary relating to the musical elements; instrumentation, metre, rhythm, pitch, dynamics, tempo, texture, structure and melody. Where possible, children will use music technology to compose simple rhythms and melodies.
- The Scheme of work follows the National Curriculum.

### **IMPLEMENTATION**

How do we translate our vision into practice?

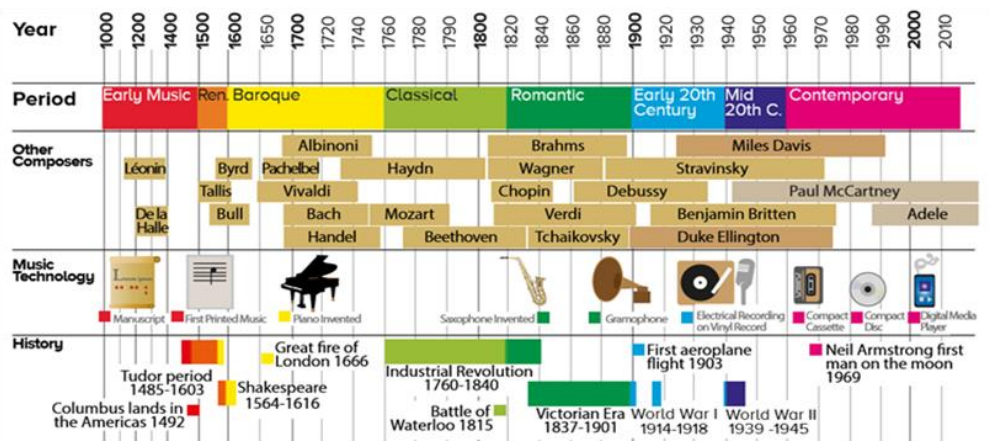
- The curriculum hours in music are followed by all staff in school.
- The subject leader and support for music will meet the SLT on a half-termly basis to evaluate provision and, where necessary, highlight staff training needs and meet all aspects of the job description.
- Carefully designed schemes of learning and medium-term plans in music ensure consistency and progress of all learners. These have been designed and evaluate by the subject lead and support and follow a careful progression of skills whilst enhancing curriculum topic learning where appropriate.
- Music is taught as an individual discipline and the Charanga Music scheme of work is followed predominately in KS1 and a mix of this and topic or curriculum themed lessons driven through BBC 10 pieces are taught throughout KS2.
- For example, a topic focusing on 'Romans' will result in the Music lessons including battle themed music, linked to an actual re-enactment of a Celtic/Roman battle such as Boudicca's Final Battle. Additional opportunities, such as performing these songs to parents, will also be encouraged. This supports the children's engagement and interest in the subject.
- Children enjoy a 'Composer' every 2 weeks where they listen to a selected composition in detail and have time to absorb and reflect upon the music in addition

to learning a little about the composer. This is also played in assemblies to allow the children to hear the music in a different setting.

- Assessments are carried out formatively throughout the block of work, followed by a summative assessment at the end of each term.
- Learning objectives in every music lesson are set, to ensure that work is demanding and matches the aims of the curriculum.
- Music journals are used to record key objectives and children’s responses to their musical learning.
- High quality input from experts and educational resources complement the delivery of specialist learning.
- Children are given opportunities to understand how music is used in the wider world, including careers which are based on music e.g. visits to watch orchestras, workshops given by professional musicians.

### Cultural Capital

Children will learn about key figures from Music history such as the Song of Caedmon, Byrd, Talis, Grieg, Saint Saens, Holst, Britten, Vera Lynn, David Bowie, Elton John and Hans Zimmer.



- Children will also have additional musical opportunities including learning to play a variety of musical instruments, joining the school and Abbey choir, performing at charity events, and performing at large venues such as Buckfast Abbey with other choirs.

### IMPACT

What is the impact of our curriculum on the children?

- The children experience a wide-range of learning challenges and have the opportunity to respond to them.
- Visits within Music have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding.
- Children of all abilities and backgrounds achieve well in Music, reflected in outstanding progress that reveals a clear learning journey. Children talk enthusiastically about their learning in Music and are eager to further their learning in the next stages of their education.
- There is a proven track record of outstanding outcomes as shown in pupils’ musical ability, their music journals (started September 2020) and their enjoyment of the subject (see questionnaire). These indicators reflect the impact of deep learning.

- Clear outcomes focus and guide all Music development plans and drive improvement.
- Fundamental British Values are evident in Music and children understand how Music celebrates our wonderful differences.
- Through wider reading in music, children will gain an appreciation and understanding of the background and historical context of music and of the lives of composers. Through this exposure, children will aspire to produce high quality work.

## **MUSIC IN THE EARLY YEARS**

Regular observations and assessments of learning are recorded in the children's learning journey and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Expressive Arts and Design.

### **Skills covered through EYFS Framework:**

Exploring and using media and materials:

Enjoys joining in with dancing and ring games.

Sings a few familiar songs.

Beginning to move rhythmically.

Imitates movement in response to music.

Taps out simple repeated rhythms.

Explores and learns how sounds can be changed.

Begins to build a repertoire of songs and dances.

Explores the different sounds of instruments:

Children sing songs, make music and dance, and experiment with ways of changing them.

Being Imaginative:

Developing preferences for forms of expression.

Using movement to express feelings.

Creating movement in response to music.

Singing and making up simple songs and rhymes.

Pupils capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.