



Music at St Mary's CE Primary School

Music Curriculum Rationale

At St Mary's CE we are Musicians! We want the children at our school to love music. We want our children to aim high, be ambitious and grow up wanting to be rock stars, music producers and composers. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The music curriculum has been carefully designed and sequenced so that our children develop their musical capital. We want our children to remember their music lessons in our school and embrace the music opportunities they are presented with! Previously, children in Reception have been set a challenge of performing and composing their vocal skills, focusing on listening and appraising. They then use these skills in the Nativity show where they all have the opportunity to perform. Having these opportunities is important at St Mary's CE Primary School.

Curriculum Intent

The music curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the music National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the music curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities, which are normally out of reach, to engage and intrigue our pupils. For example, we have local, national and global musicians who have contributed to musical history from a range of backgrounds and cultures. Our pupils are inspired by these professionals in their industries and as a result these often influence their musical composition and provide pupils with an insight into potential career opportunities.

We firmly believe that it is not just about what happens in the classroom, it is about the benefit we offer to really inspire our children. Such as our school choir who regularly perform at various venues and events such as the Queen Elizabeth the Oldham Schools Music Festival. Both the band and the choir have won the Oldham Music Festival several times and St Mary's School recognised for its outstanding contribution to music in Oldham. It is successes such as these that really inspire our pupils to achieve above and beyond.

Curriculum Implementation

We have just completed a review of the music curriculum and this will become an annual task. In this review, the music curriculum has been carefully revisited to ensure there is a clear progression and repetition in terms of embedding key learning, knowledge and skills. At St Mary's Primary School we support the music curriculum in KS2 with music specialist teachers in brass, woodwind and percussion for specialist music tuition that pupils can access. School also supplements its music provision with the Music Express Music Scheme which provides our teachers with progressive lessons for each year group in the school from ages 4-11. This scheme provides lesson plans, clear progression, and engaging and exciting whiteboard resources

and accompanying music on CDs with each lesson. The medium term plans are currently under review to ensure that the progression document is clearly reflected in the learning challenges within the sequence of learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way music is taught throughout our school, follows a consistent structure.

Our music scheme is based on singing, improvising and exploring, playing instruments, composing, listening and appraising. Each unit within Music Express builds experience and develops understanding of the dimensions of music throughout the scheme.

Music subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in music and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- To critically engage with music with a developed love of music and their talents as a musician
- To develop self-confidence, creativity and a sense of achievement
- To compose, perform and listen with discrimination
- To evaluate a music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians
- To learn to sing and use their voices to create and compose music individually and with others
- To explore how music is created, produced and communicated
- To use and understand the terms: pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notations.

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's learning. For example, in Year 4 when the children explore timbre notation in the Environment Unit they are building on their previous learning from the Sounds Unit covered in the Autumn. Our children are taught connected knowledge.

Year group long-term curriculum plans outline when the different subjects and topics will be taught across the academic year within the year group. The Music Express Scheme sets out the learning challenges for each lesson and closely references the key learning and the vocabulary which is outlined in the progression document.

We encourage staff to teach a weekly music lesson. This helps to ensure sufficient time is allocated to Music and that the subject matter can be revisited. The structure that has been developed helps to ensure that the children see the whole process – from starting with existing products through to their finished product. Occasionally staff may block the music into a series of consecutive lessons where the content is more complex. We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Curriculum Impact

We use both formative assessment information in every music lessons. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression documents for each year group ensure that skills in music are progressive and build year on year.

Our aim is for staff to use music formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic.

Assessment information in music is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in music. Monitoring in design technology includes: lesson observations and/or learning walks, pupil voice and parental views.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

At St Mary's CE Primary School,

we are

Musicians !

Music programmes of study:

Key Stages 1 and 2

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment target

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content – Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Subject Content – Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.