



St Michael and All Angels Catholic Primary School

Music

Curriculum Rationale

Music

Intent	The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong. At St Michael and All Angels Catholic Primary School, we are musicians! Our intent is for our children to strive to be band members, entertainers, rock stars, composers or indeed become music teachers! We want them to embody our core values. Bringing music alive in a modern and challenging and rapidly changing and challenging society is important. The music curriculum at our school promotes curiosity and a love and thirst for learning. We want to equip them with not only the minimum statutory music national curriculum but to prepare them for the opportunities and responsibilities and experiences in later life.
	In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of

Implementation

developing artistic and cultural awareness, imagination and creativity, and becoming a musician.

In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Music are being taught across all year groups.

The curriculum is crafted to ensure progression and repetition in terms of embedding key knowledge and skills embedded in the national curriculum. They link prior knowledge to new learning to deepen children's learning.

Staff also receive specialist INSET training during staff meetings.

Initially pupils take inspiration from modern musicians and others throughout history to help generate ideas. They explore and practice the practical skills and techniques involved in the topic. Each discipline is taught and re-visited in each phase, at a progressively deeper level. For example, Yr 1 will be taught to perform, compose, transcribe and to describe. These key themes are then built upon year on year.

We believe that by crafting 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 in each year group.

In the classroom, children are provided with the opportunity to explore sounds and work with ideas to formulate compositions, develop a 'have a go' attitude when developing performance skills and understanding musical structures and review and reflect on their own work and the work of others.

	We also aim to engage the children in a variety of wider opportunities: • tutoring through music specialist teachers • performances to wider audiences • concerts <i>Accessibility and Equal Opportunities</i> Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information. All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include: • Providing adaptive teaching • Using a range of teaching styles to match the needs of all groups of learners • Ensuring the classroom environment is safe and secure and accessible for all.
	We use both formative and summative assessment information in Music. Our curriculum has key objectives, and we have set out our expectations around these. We assess pupils' depth of understanding frequently and use this to forecast as to whether pupils are on track to meet our curriculum expectations. This process provides an accurate and comprehensive understanding of the quality of education in Music. Monitoring The Subject Leader will monitor progress according to the monitoring timetable.

Impact

Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning Walks
- Co-coaching
- Pupil Voice
- Book scrutiny
- Planning scrutiny
- Lesson drop- ins

The outcomes of any monitoring activity is shared with SLT and staff and areas for development are identified. Progress should be clear over the course of each topic.

We believe our Music curriculum creates successful learners:

- children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon
- the nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as achievement, self-confidence, interaction with and awareness of others, and self-reflection
- Music lessons will also support the understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world
- to enjoy music, in as many ways as they choose, either as listener, creator or performer
- understanding of how to further develop skills less known to them and apply the to their future learning