



'Love one another as Jesus loved us' (John 13 v 34-35)

MUSIC CURRICULUM STATEMENT

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. For example; 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. Years 3 and 5 create engaging musical performances for Easter and Christmas in Church for parents and the local congregation. Parishioners are invited to musical performances in school during the year. Having these opportunities for children to perform and share their love of music with the local community 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 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. 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. We want our pupils to use our great town and wider city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing strong local contextual links where possible. For example, the curriculum offers band and choir participation yearly in The Oldham Music Festival and regular community performances in church and at a yearly service at Manchester Cathedral. Both the school 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. Year 6 also visit Crompton House High School to watch Musical Theatre performances.

Curriculum Implementation

We have just completed an annual review of the music curriculum. 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, vocabulary and skills. We have subscribed to the recently updated Charanga Creative Curriculum Scheme which provides our teachers with clearly structured, challenging and progressive lessons for each year group from ages 4-11. This scheme provides clear progression of skills and knowledge across year groups through engaging and exciting interactive resources. Lessons include structured progression, building listening skills, vocal and instrumental technique, improvisation, and composition, with differentiation guidance built in for less confident learners and more advanced pupils. Teachers have a range of activities to choose from in each lesson in order to respond to and meet the individual needs of each cohort. 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.

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, Year 4 learn how to use YUStudio to compose their own music. This is built on further in units in Year 5 and Year 6.

The Charanga Creative Curriculum Scheme Medium Term Plans clearly outline the overview of the unit and suggested activities for each lesson. The individual lesson plans set out the learning challenges and I Can Statements for each lesson and closely reference the key learning and the vocabulary which is outlined in the progression document. Music is taught

weekly and over the course of 6 lessons children have the opportunity to; listen and evaluate, improvise, compose and refine and perform in a variety of musical styles.

Curriculum Impact

Staff use formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning and support. This helps us provide the best possible support and challenge for all of our pupils, including the more able. This formative assessment is then used to inform summative assessment judgements for each topic against I Can Statements.

Assessment information 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 Music includes: lesson observations and/or learning walks, photographs and videos of children performing or completing activities, online evidence of composition in their YUMU Workspace, 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