St Ambrose Catholic Primary School
Curriculum Statement for Music

Overall Aims and Vision

At St Ambrose, we work to ensure all our children feel loved and valued. We support them in an inclusive environment to reach their full potential and develop the gifts and talents given to them by God. Alongside this, we strive to provide an exciting, creative and challenging curriculum. Jesus is at the heart of all that we do and following in his footsteps, we learn and grow together.

Our principles of "Be ready, be respectful and be safe" provide a foundation to implement our school Gospel values. These values impact positively on behaviour and learning throughout the school.

Intent (What do we want?)

The National Curriculum for music aims to ensure that all pupils:
• Perform, listen to, review and evaluate music
• Be taught to sing, create and compose music
• Understand and explore how music is created, produced and communicated.

At St Ambrose, we recognise that music surrounds children's everyday lives through television, radio, the Internet, computer games and out in their local community. We want to build upon their experiences and use music to promote their self-confidence, creativity, their sense of achievement and belonging and use it as an opportunity for children to work collaboratively. We believe that quality music education should engage and inspire all children to develop their love of music and their talent as musicians; fostering creativity, emotional expression, inclusivity and cognitive development. At St Ambrose, we aim to foster our children's enthusiasm for the subject, while also giving them the skills, knowledge and understanding necessary to support their musical journey; recognising that each child's journey will be different. We appreciate that there is a strong link between music and other areas of learning and our approach allows children to explore and appreciate different genres of music and appreciate them. Learning to sing helps develop the physical skills (coordination, posture and stamina) of the child and helps with language development, co-ordination and breathing techniques. It helps support the development of communication skills and confidence, which in turn, can be utilised in other areas of the curriculum.

Implementation (What will we do?)

Lessons follow the Stockport Music Service unit pathways. Children sing, listen, play, perform and evaluate. This is embedded weekly in the classroom as well as various performances throughout the year. The inter dimensions of music are taught in the classroom so that children are able to use some of the language of music to dissect it, understand how it is made, performed, appreciated and analysed. In the classroom, children learn how to play glockenspiels and untuned percussion instruments. In doing so, they understand the different principles of creating music, as well as how to read basic music notation. They also learn how to compose focusing on the different inter dimensions of music, which in turn feeds their understanding when listening, playing or analysing musical genres.

We believe every child is a musician. We intend to remove barriers so that pupils of all starting points, including those with SEND or EAL, can actively make, enjoy and evaluate music.

- **Adaptive instrument and tools:** We provide accessible percussion so pupils with fine motor and processing needs fully participate in ensemble playing.
- **Oracy in music:** Musical vocabulary is explicitly taught using visual word banks, sentence stems for listening appraisal and structured talk partners.
- **Half-termly celebration awards:** Awards recognise musical traits beyond technical accuracy such as creative risk taking in improvisation, active listening, collaborative ensemble work and personal progress relative to starting points.

Impact (How do we know?)

Children enjoy music as performers, composers and listeners. They feel confident in exploring ideas when composing and performing. They are creative in expressing ideas about music they listen to- both in live performances and those played to them. Our children value the ideas and creative responses of others. All children have the opportunity to perform music in different ways through playing tuned and un-tuned instruments, both individually, in pairs and in a group. They will have performed familiar pieces as well as ones that they have composed using notation and graphic notation. The children enjoy and feel the “buzz” of taking part in musical productions where they sing with others, and sometimes individually, through the rehearsals and delivery of productions and concerts. Children develop their self-esteem and confidence in performing. Impact is measured through lesson observations and pupil voice and dialogue between the subject leader and staff. Children and staff find music uplifting and enjoyable and appreciate the benefits for their wellbeing.