



St Cuthbert's RCVA Primary

Music Curriculum Statement

NATIONAL CURRICULUM PURPOSE OF STUDY

THE NATIONAL CURRICULUM STATES THAT:

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 / appraise critically.

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS1

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 interrelated dimensions of music

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

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 interrelated 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

CURRICULUM INTENT

- Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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.
- The Charanga scheme of work is used from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.
- We supplement the Charanga scheme with the BBC Ten Pieces to encourage children's musical appraisal.
- The school also has whole class ensemble teaching in Years 3 where children are taught the violin for a school year. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Follow on group music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument the following year. Children are given the opportunity to continue the violin and learn the guitar. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.
- Additional opportunities are offered in music, such as the key stage 2 choir which performs regularly in school and at events in the local community.

CURRICULUM IMPLEMENTATION

SEQUENCE

Music is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Music. Planning is progressive and begins with basic skills and techniques which are then applied and practised in a range of contexts, with increasing demand and complexity.

Musical Glossary

At its heart is the musical glossary (key vocabulary) and how to show this in a practical way, by using and demonstrating these key skills to build knowledge. As much musical words are used throughout, *if the language of the classroom is music then a more musical outcome will be achieved.*

The Glossary is based around the GCSE Syllabus for consistency, to ensure transition from primary to secondary music is as effective as possible.

Skills Based

Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed.

Developing Skills

Each skill can not be achieved and demonstrated with just one exercise. For effective musical learning to take place it must be embedded and demonstrated in different ways and at different times (e.g. different tempos, different time signatures).

TEACHING & LEARNING

St Cuthbert's uses the Durham Music Service primary curriculum map for music as the basis for its curriculum planning. The topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The medium-term plans, which we have adopted from the Durham Charanga scheme, give details of each unit of work for each term. Classes use this online tool to support music provision and children have their own logins which they can use at home to further extend the music curriculum. The music subject leader is responsible for reviewing these plans.

We supplement the scheme with the BBC Ten Pieces which explores classical and modern music for KS2 and encourages listening, appraising and appreciation skills.

Early Years

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National

Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

EXTRA CURRICULAR MUSIC OPPORTUNITIES

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have weekly whole school hymn practice/liturgies which enable children to develop and consolidate their singing skills. They are encouraged to perform publicly both vocally and with instruments for example in Christmas and Easter plays or services and class assemblies. We are proud of our school choir who support singing and performs at school and community services. We offer a range of music opportunities through our extra –curricular provision. We have many links with our local community and parish which enable children to take part and perform in events such as class and whole school Masses. In addition to this, we also offer free music lessons for our disadvantaged children so that all children have equal access to the full curriculum. Year 6 participate in an annual music festival at the Youth Village in Consett which is always a fantastic event and we regularly have 'More than Dance' (a liturgical dance group) in school to work with the children to pray as they move to music. To access different genres of music, we have visits from local music groups to showcase a range of genre, e.g. African music.

SPECIAL EDUCATIONAL NEEDS | MORE ABLE, GIFTED & TALENTED

All lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support less able pupils and lessons are adapted to be inclusive of physical disabilities. Quality first teaching strategies aim to include all pupils. Any significant concerns are raised in SEND termly meetings and we monitor pupils with recognised gross and fine motor difficulties. We extend more able pupils by encouraging them to use their own instruments in the lessons if they are receiving lessons and apply the skills they have been taught at a more sophisticated level. We also guide them towards clubs in school for enrichment.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Cuthbert's RC Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

British values in Music

We understand that, as a school, we have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty and, mutual respect and tolerance of those with different faiths and beliefs in order to ensure that our young people leave school prepared for life in modern Britain. This can be highlighted explicitly as we study a range of genre of music from different periods of history and from a variety of cultures.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Staff also use the assessment materials from the Charanga scheme of work. Pupils showing particular strength and skill or who show enjoyment of art are signposted to clubs in school.

At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in music is the responsibility of the Music lead/Head Teacher.

The work of the music lead also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires and in curriculum staff meeting time.

The music lead meets termly with music governor to discuss development priorities and reports to the full governing body as part of the Head Teacher's report. The link governor is also an active part of music in school, supporting our school choir.

EXTERNAL VERIFICATION

The Music lead attends cluster meetings to share their practice with other teachers and schools. Relevant Continual Professional Development training opportunities are also attended by the Music Lead. Community links have been established with local Secondary Music teachers to further support our music provision in school.