

Music Curriculum

Our music curriculum is built upon our 4 curriculum values: Faith, Challenge, Pride and Success. We 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. Through mastering crucial knowledge, children will foster an understanding and acceptance of the validity and importance of all types of music, and respect for the role that music plays in enriching a person's life.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We follow the national curriculum and the model music curriculum for music as this ensures cohesion and progression. Music is the co-driver for all curriculum work for the whole summer term enabling children to become immersed in their music learning and make meaningful links to other areas of the curriculum through the project concepts. Outside of discrete lessons, music is also firmly embedded into school life. For example, through weekly singing assemblies, regular collective worship and seasonal celebrations. Musician of the month is used as a springboard for regular music themed talk and to embed foundational knowledge. We use progressive vocabulary to describe, evaluate and compare the pieces. Pupils can also have individual music lessons at school with a peripatetic instrument instructor, or choose to join or school choir. The music curriculum is based upon the subject specific concepts of listening, performing and composing which are built upon each year.	Pedagogical Approaches	The pedagogical approaches to the teaching of music are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. The school follows a six-part lesson sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. 	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book <i>Rosenshine's Principles in Action</i> .
End Points	The music curriculum is ambitious in the range of skills and techniques delivered. Our curriculum leads towards a set of end points for Y6. These are broken down into small steps of crucial knowledge for each year group leading to Y6. This ensures that all children will be well prepared for music study at key stages 3 and 4. Children who leave St Mary's are able to enjoy music in whichever way they choose. This may be as a listener, critique, creator or performer. The subject specific experiences and transferable skills of music leave each child with a greater likelihood of being successful in the future. Pupils also have meaningful opportunities to perform to the community regularly at Mass, during Advent and Lent and the end of year performance.	Teachers' Expert Knowledge	Teachers are given opportunities to access CPD at school and externally. The subject leader provides updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for music at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Our music curriculum is a spiral curriculum. Skills are revisited. The music curriculum has been carefully designed to ensure clear progression of knowledge, skills and understanding. This is structured through the projects, weekly singing assemblies and musician of the month. Knowledge organisers are used in each topic to highlight the crucial knowledge.	Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts. Pupils are given regular opportunities to explore and discuss questions at an age-appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions in line with their year group's crucial knowledge.	Pupils' Work	Music is a highly practical subject and therefore will not have a paper task in project books for each lesson. A discussion of previous learning will form the beginning of each lesson. Videos may be used to help children refer back to previous work.



Music Curriculum

Alignment to EYFS	Expressive arts and design is a specific area of the statutory framework for EYFS. The development of children's artistic and cultural awareness supports their imagination and creativity. As it is important that children have regular opportunities to engage with the arts, expressive arts provision is year round in EYFS with it being a particular curriculum driver in the summer term. Children are given opportunities and experiences to enable them to meet the expected level of development. The key aims of our St Mary's EYFS curriculum in relation to expressive arts and design are to have experience working with a musician and to share learning in a performance with a wider audience.	Knowing More and Remembering More	Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Knowledge organisers are used to share crucial knowledge and are regularly referred to and added to in order to activate prior knowledge and as a scaffold for learning.	Talking to Pupils	The subject leader will dedicate time to discussion with teachers, enhancing subject knowledge, and gaining pupil voice. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform teaching.
Addressing Social Disadvantage	We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these. Through music we will positively impact the well-being of all pupils and, in turn, their personal aspirations for success in the future. Links are made between the music curriculum and other areas of the curriculum through the project concepts and Catholic Social Teaching links. Reference and links are made to our school rules, values and mission statement. To meet the need of our children to experience diversity, we ensure that the music curriculum includes musicians from a range of ethnic and social backgrounds, cultures and gender. Reference and links are made to our school rules, curriculum values and mission statement.	Teacher Assessment	Teachers assess formatively and summatively according to the skills progression. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact.		
Local Context	All children will have at least one opportunity to work with a musician, hear professional musicians perform live and regular opportunities to perform live themselves. Pupils will use these experiences to inform their personal explorations of faith through participating in and leading collective worship.				
Meeting the needs of vulnerable learners	The approach of high-quality, inclusive teaching is central to meeting the needs of all pupils, including those with SEND. The mastery model promotes keeping pupils together through carefully sequenced small steps. Adaptations are made within whole-class teaching to ensure all pupils access the same ambitious curriculum, with additional support used to secure understanding without narrowing content.				