

Caton St Paul's C of E Primary School Music Curriculum Statement

INTENT	At Caton St Paul's C of E Primary School, We intend that all pupils: gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. There is ample opportunity to explore music in a range of subjects across the curriculum. We aim for children to develop their musical knowledge and creative excellence. We develop key skills by exploring, being imaginative, being creative and by responding/ reviewing appraising skills. We believe that the teaching of music is vital and use Charanga units to offer different dimensions of music including Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure. Through consistent implementation we ensure that music lessons give the opportunity for pupils to become real musicians. Our pupils have access to music through regular classroom activities and formal music lessons, extra-curricular school clubs and wider performance opportunities with other schools and in the local community. As a Christian school music enables children to collectively worship and celebrate their Christianity and reaffirms St. Paul's school vision- <i>One family belonging, believing and learning together.</i>																					
	<u>Vocabulary:</u> Our intentions for vocabulary in music is to expose all pupils to year group specific musical language taking from our school's music curriculum document. Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use the vocabulary verbally to discuss, reason and communicate about Music.	<u>Knowledge/Skills:</u> The intentions of music in school is to create a knowledge and skill led music curriculum ensuring that each and every child has the opportunity to engage in rich musical experiences. This allows teachers to plan, deliver and assess and make cross curricular links in appropriate contexts to enrich children's knowledge and experience of music. Throughout the year all children have ample opportunity to perform in church services, worship in school and performances both in school and within the local area.	<u>Progression:</u> Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&S for the next year group. Teachers will use music curriculum documents to plan lessons that build upon K&S and ensure there is a deep understanding so that all children master the learning. Teachers will follow the Charanga scheme throughout the year and include/ link other areas of the curriculum where and when possible.	<u>Concepts:</u> The exploration of music develops all aspects of a child's learning, from the physical action of using an instrument to the mathematical skills needed to keep a pulse. These abilities are directly transferable to other areas of the curriculum and will be invaluable in their future life. Music lessons give the opportunity for pupils to become real musicians.																		
IMPLEMENTATION	<u>Inclusive teaching and learning:</u> In music all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils. - Personalised adult support, challenge, resources where necessary so that each child can achieve - Pre tutoring where necessary to teach pupils key vocabulary, knowledge and skills - Access to resources and musical equipment to support their learning and the teaching of key skills - Opportunities for each child to 'perform' linked to other curriculum areas where possible and suitable.	<u>Subject coverage/curriculum:</u> • The programmes of study set out within each domain in the National Curriculum and EYFS Framework will be used to ensure children get the learning experiences that is required. • The curriculum document acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow the progression document closely, and only vary from it with the approval of the subject leader. • As part of the curriculum, pupils will learn about the great composers of the world and develop their knowledge and skills in reading and writing music. They will be taught about a range of genres and styles covering historically important composers. • They will be introduced to singing and instruments from EYFS. This will be introduced in music lessons, cross curricular lessons and worship.	<u>Resources</u> The implementation of high-quality teaching and learning in Music is supported by all teachers having access to online tools to support their teaching of the music curriculum. EYFS, KS1 and KS2 follow the Charanga scheme to plan and teach all music lessons. Charanga is used to ensure coherence and consistency across our curriculum ensuring coverage of the different dimensions of music including Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure.	<u>SMSC:</u> The SMSC development of our pupils is an important thread running through the music curriculum. Spiritual: This aspect of the curriculum is encouraged through the experience and emotion responding to performing, listening and composing music. We encourage our pupils to express their faith and feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their faith feelings we nurture the confidence to do this by creating a supportive environment. Moral: We encourage our pupils to engage in critical and respectful discussions of musical performances. Social: Pupils collaborate routinely in group tasks where they take responsibility for their learning. We encourage the skills of questioning, listening, collaboration, resilience, imagining and managing distractions helping our children to build upon these collaboratively. Cultural: The resources used across the Charanga scheme of work allow for and encourage a respect and deep appreciation for musical cultures around the world that have contributed to the development of our current popular musical styles.																		
	<u>Local context:</u> Pupils are given opportunities to explore, investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors, performances, shows and musical strong links to our locality). We use Lancashire Music Service to support us in delivering high quality musical experiences, small group instrument and extra-curricular clubs lessons. We celebrate each child's achievements in music assemblies and invite the teachers to perform as well as them. Parents and members of the school community are welcomed to attend these assemblies. Our school choir performs in our local area and church for key events during the year. Including, but not exclusively Remembrance, Harvest, Christmas and Easter. They attend national music events including Young Voices concert.	<u>Adaptations and Prioritisation:</u> We ensure pupils have access to tuned and untuned instruments that can be cleaned and stored in a safe way. We ensure that children can play music as an ensemble or individually. We use a variety of areas in school to provide a place suitable for learning an instrument. As a school, we have prioritised singing and creating music for mental health, bringing the local community together and celebrating our Christian Faith.	<u>Evidencing teaching and learning:</u> Video evidence can be collated at the end of a unit as well as a teacher assessment of the key skills that have been covered. Future planning and opportunities are informed from this. When children have attended and performed at musical events, it is put on our school's Facebook page and website. Parents and families are informed of their child's attainment in music in their end of year report.	<table><tr><th colspan="3">EYFS</th></tr><tr><td>Communication and Language</td><td>Expressive Arts and Design</td><td>Physical Development</td></tr><tr><th colspan="3">Primary National Curriculum</th></tr><tr><td>Singing</td><td>Listening and evaluating.</td><td>Performing</td></tr><tr><td>Musicianship</td><td>Composing</td><td>Musical notation</td></tr><tr><td>Ks 1 .Pulse/beat Rhythm Pitch</td><td>Ks2 Melody Metre Tempo Harmony Texture Dynamics</td><td>History of music – styles and composers.</td></tr></table>	EYFS			Communication and Language	Expressive Arts and Design	Physical Development	Primary National Curriculum			Singing	Listening and evaluating.	Performing	Musicianship	Composing	Musical notation	Ks 1 .Pulse/beat Rhythm Pitch	Ks2 Melody Metre Tempo Harmony Texture Dynamics	History of music – styles and composers.
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IMPACT	By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of music (EYFS and National Curriculum)					
	<u>Pupil voice:</u> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children can offer unique perspectives on what it is like to be part of a music lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion	<u>Knowledge:</u> Musical knowledge has been mastered when a child can confidently and securely talk about their geographical knowledge using the geographical language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve musical knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using musical language and knowledge	<u>Skills:</u> Children have the understanding that music is a creative and powerful tool that gives children freedom to communicate, enables personal expression and the ability to inspire others. Children have the knowledge that music is an integral part of human culture both past and present and provides children an opportunity to understand themselves and others. Children have the confidence to enjoy, create, perform and reflect upon music. They will be able to celebrate the fact that music provides a wonderful link between communities of all faiths and brings the wider world together.	<u>Cultural capital:</u> Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires creative solutions that have never been thought of before. In order to embrace these challenges, our teachers must challenge the traditional problem-solving methodologies used in music lessons and encourage new problem-solving strategies through incorporation of facilitating of creative thinking, problem solving and real-world investigations.		