SUBJECT ON A PAGE

Music

AT ST. PAUL'S WE BELIEVE CHILDREN SHOULD FEEL THAT THEY ARE MUSICAL AND DEVELOP A LIFE-LONG LOVE OF MUSIC

Intent : We aim to …

In Music lessons at St. Paul's Catholic Primary School, we focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. The curriculum introduces children to music from all around the world and across generations, teaching the children to respect and appreciate the music of all traditions and communities. Well-planned lessons ensure children develop an understanding of the history and cultural context of the music they listen to and learn how music can be written down. Through the Music curriculum at St. Paul's, children meet the end of Key Stage targets set out in the National Curriculum and all aspects of the Model Music Curriculum which was published by the DFE in March 2021. As a school, we provide the opportunity for children to take part in additional music lessons and children are able to have specialist instrumental lessons at some point throughout their time at St. Paul's, should they wish.

A St. Paul's Musician...

sings

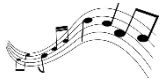
improvises

Composes

plays tuned and untuned instruments

listens and responds

Develop transferrable skills e.g. team work, leadership, creative thinking.

Ensure children develop an appreciation of music from different cultures and generations.

Provide children with a basic understanding of written music notation.

Provide children with specialist instrumental music lessons delivered by a music teacher.

Teach children subject specific vocabulary and how to use it.

Implementation : How do we achieve our aims?

Supported by Surrey Arts, Music in EYFS and Years 1-6 is taught using Charanga. Children in Early Years are encouraged to develop their listening and attention skills through exposure to songs; they are exposed to music from different generations and cultures, developing their understanding of the world. The EYFS curriculum ensures children sing a range of well-known nursery rhymes and songs whilst encouraging children to be imaginative and expressive.

As the school age progresses, so does their musical vocabulary and exposure to a variety of musical forms, increasing their appreciation and enjoyment for the subject. Charanga takes a holistic approach to music in which individual strands are woven together to create engaging and enriching learning experiences. The strands are:

listening, appraising, performing, improvising, composing, the history of music and the inter-related dimensions of music.

The units are cross-curricular and designed to capture children's imagination and encourage them to explore music enthusiastically.

Our curriculum follows a spiral model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more straightforward tasks better, as well as developing understanding and knowledge of the history of music and more. Lessons incorporate a range of strategies including independent tasks, paired and group work as well as improvisation and teacher-led performances. Charanga is effectively differentiated and our music leader personalises it to the children we teach.

Music is celebrated through weekly hymn practices, church masses, concerts and nativities, class assemblies, and the Year Six Leavers' Productions.

In EYFS

Music is an essential part of learning in the Foundation Stage as it is incorporated in everyday learning. The ELGs offer ample opportunity for musical expression and exploration. Our learning environments provide children with a range of musical activities and provision. Early Years teaching by nature includes song, rhyme and rhythm. By the end of Early Years children have a solid foundation on which to build their musical education in KS1.

In Key Stage 1

In KS1, the children are introduced to pulse and rhythm, body percussion, tuned percussion, timbre and rhythmic patterns, pitch and tempo. Children explore music from Africa & Britain and look at how music can be used to tell stories.

In Key Stage 2

In KS2, children build on the skills they learn in the earlier years and begin to explore composition and improvisation. They are introduced to written music notation and begin to learn to record their ideas in writing. Children learn about South American music through Samba and the Carnival, make links with their History learning through motif writing linked to The Romans and Songs of World War II, explore Blues Music and music of South and West Africa.

Impact : How will we know we achieved our aims?

Music in our school aims to provide our children with creative opportunities for self-expression, to work collaboratively with others and to develop an understanding of what music is through plenty of experience of listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We recognise that music is a universal language that can bring joy, comfort and develop an individual's self-esteem and confidence, and are committed to ensuring that all learners at our school, regardless of experience or background, experience music as both enjoyable and stimulating. It is of the utmost importance to us that Music supports the Spiritual, Moral, Social and Cultural development of all our children.

At St. Paul's, we promote our British values of democracy, the rule of law, individual liberty and mutual respect.
Children are given opportunities to work as part of an ensemble, learning to cooperate and share individual opinions, preferences and respect the opinions and preferences of others.
Through our music curriculum, we foster an appreciation and respect for their own and other cultures to develop tolerance and interest towards different cultural traditions and the wider world.

Assessment

In composition work each group is checked in on and notes made on what was discussed, what is going well and their future steps. Through the assessment tools on Charanga children can be given additional aids of support or an extra challenge to further their learning. In instrumental lessons, children are heard in small groups so that more precise feedback can be given.
Children are encouraged to perform individually or in pairs for a clearer analysis of their skills. Children are aware that they are making progress over time but less aware of the smaller steps in progress.
The impact of our music curriculum is continuously monitored through both formative and summative assessment opportunities. Each lesson includes clear opportunities to assess children against the learning objectives and at the end of each unit there is often a performance element where teachers are able to make summative judgements.

- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed
- Understand the ways in which music can be written down to support performing and composing activities
- Be confident performers, composers and listeners and express themselves musically at and beyond school
- Use technical vocabulary linked to all areas of music