



Subject Story: MUSIC

Intent - What are we trying to achieve?

At Saint Michael's we value Music because it enriches lives and gives opportunities for pupils to express themselves in a unique way. Music provides a universal language that brings people together and stirs emotions for performers and the audience. Our music curriculum will 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.

Implementation – How is the curriculum being delivered?

Music is taught in discrete lessons each week so that pupils can be taught the essential musical knowledge and skills. We have used the subject content in the national curriculum programme of study for music to create a bespoke set of objectives for each year group to learn. In Years 3, 4, 5 and 6 pupils are taught to learn a musical instrument by a specialist teacher, running parallel to general music lessons with the specialist subject leader.

A Curriculum Map will be shared on the school's website so that parents are able to support their child's learning at home.

At St. Michael's we use music across the curriculum to enhance learning and to celebrate our Catholic faith. We aim to provide a rich and varied range of opportunities for children to experience music to both express themselves, develop their musical talents but also to teach them to listen, compose, perform and appreciate music from a range of historical periods, genres, styles and traditions.

A Music Progression Map has been created to outline the curriculum objectives that will be taught in each year group as well as the key vocabulary to be learnt and the opportunities to develop cultural capital.

The Subject Leader will create Planning Overviews tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations. The curriculum is based on the Kapow scheme of work. In Years 3, 4, 5 and 6, the peripatetic teachers will plan their lesson sequence, which is shared and monitored with the subject leader.

The nature of the subject means the best form of feedback for pupils is verbal and direct demonstration in most music lessons so that they can make rapid and sustained progress over their school life. We do not expect children to produce written work for music. Progress in learning is evident through observations, pupil discussions and performances. These will be recorded and used to support children's self-assessment and self-evaluation.

Teachers assess pupils against the music curriculum objectives at the end of each term in accordance with the school's Assessment and Feedback policy. Peripatetic teachers are expected to contribute to this termly assessment.

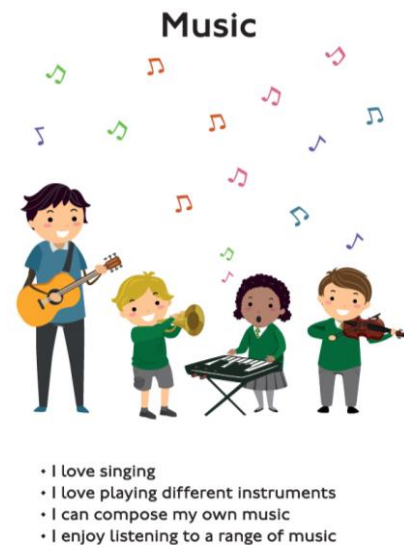
Impact - What difference is the curriculum making?

Over their school life, we aim for our pupils to appreciate great musicians, composers and performers from across history from a variety of cultures, thereby improving their cultural capital. They will develop a range of musical vocabulary. We believe every child should have opportunities to learn to play a range of instruments and receive specialist teaching to learn to play woodwind and string instruments and to read music. Currently, in Year 3, pupils learn to play the 'toot', in Year 4 pupils learn to play the clarinet, in Year 5, pupils learn to play the guitar and in Year 6, pupils learn to play the trombone.

By the end of Key Stage 2:

All pupils are taught to sing and to use their voices and encouraged to create and compose music on their own and with others.

All pupils have the opportunity to learn a musical instrument through high-quality tuition.





Saint Michael Catholic Primary School & Nursery

Excellence • Enrichment • Enjoyment

All pupils are given the opportunity to 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.

All pupils show an understanding of how music is created, produced and communicated, developing their technical knowledge and vocabulary.

We also have a school choir (Years 3 to 6) so those with the enthusiasm and talent for singing have an opportunity for extra-curricular opportunities. The choir regularly attend music festivals and school events.

Music will promote the pupil's spiritual, moral, social and cultural development by allowing pupils to reflect upon different styles of music, show respect and appreciation for a variety of music within different cultures, develop socially through collaboration with others and explore the emotional impact of music and its spiritual importance.

Music will promote British Values by developing pupils' tolerance of other cultures and beliefs through the study of different genres of music and encouraging individual liberty through freedom of expression.

Music will help pupils develop a Growth Mindset by encouraging pupils to engage with unfamiliar musical styles and instruments and allowing pupils to share with others and develop each other's musical understanding.

If you visited a Music lesson at St Michael's you would see:

- Enthusiasm and passion about music
- Children using specialist musical vocabulary and terminology confidently
- Practical lessons, with children engaged in listening, singing, composing or performing throughout.
- Children given the opportunity to perform, both individually and in groups.
- Children using appropriate musical instruments.
- Lessons taking place with specialist teachers, mainly in The Studio, with excellent resources and instruments.

Pupil Voice

Year 1: We learn rhythm, timbre, pitch, tempo, dynamics and the pulse.

Year 2: I love learning about different instruments. I am learning the piano at school.

Year 3: I love listening to different types of music from all around the world and playing instruments.

Year 4: Music lets you feel and express different emotions.

Year 5: I like Music because we get to listen to different music from other countries, we know how to play instruments and appreciate different genres, styles and artists

Year 6: We get to explore new music that we haven't been exposed to yet and it helps us to express ourselves.

An example of progression in our curriculum

Singing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design/ Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs.	To perform rhymes, chants and songs.	To confidently perform rhymes, chants and songs expressively. It is important to warm up before singing, and to sit or stand well in order to produce and project sounds confidently.	To sing with increasing confidence accuracy and control. Learn to sing in a jazz style (Scat)	To sing with increasing confidence accuracy, fluency and control. Learn to sing and perform a rock and roll song.	To sing with increasing confidence accuracy, fluency, control and expression. Learn to sing a traditional unaccompanied African song.	To sing with confidence accuracy, fluency, control and expression, maintaining own parts in performances. Learn to sing and perform solo and ensemble songs as part of a year group performance.



Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. Within this subject, we will ensure:

- Where appropriate, music lessons will focus on a diverse range of topics, including music from other countries and time periods. This will help children learn about the origins of music and its broad cultural impact.
- By listening to and learning about music from different genres, children will learn to gain an appreciation and respect for music from all times and cultures.

Our Ambitious Curriculum

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life.

Pupils with Special Needs: In music, children are supported to achieve through carefully chosen tasks that may be adapted to meet their individual needs. Adult support is available in lessons, which designed to include children with special needs so that they can achieve alongside their peers. Adaptations to instruments and equipment are made if needed. Other strategies include:

Listening / Appreciation / Context

- Key vocabulary given to pupils
- Pre-teaching using vocabulary posters
- Vocabulary to go home
- Home learning task linked
- Modifying the learning so the child gets an opportunity to discuss a piece of music they love
- Sentence stems

Singing / Playing

- Sending lyrics and music link home
- Giving visual aids whilst singing or playing

Composing

- Mixed ability pairs
- Support with fine motor skills
- Giving direction with instrument choice (for example, a drum is easier than a bell)
- Rhythm cards with words on
- Simplifying graphic scores and the recording of these (for example, symbols in an S plan instead of bars)

Disadvantaged Pupils: All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences. Disadvantaged children are also offered the opportunity to have fully-funded Surrey Arts instrumental lessons if possible.

More Able Pupils: We identify pupils that show exceptional attributes in our curriculum. In music, more able children can be challenged to demonstrate, and 'teach' the less able children. They will be encouraged to use the correct musical vocabulary at all times, and to explore a range of the inter-related dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure), within everything they do.



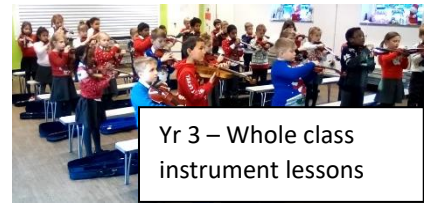
Outstanding Examples of Learning



Yr 4 – Whole class clarinet lessons



EYFS – African Drumming workshop



Yr 3 – Whole class instrument lessons



Yr 2 – Singing a song and learning to play it on tuned percussion



Yr 5 - Whole class guitar lessons



Year 1 - Using instruments to find the pulse in a piece of music



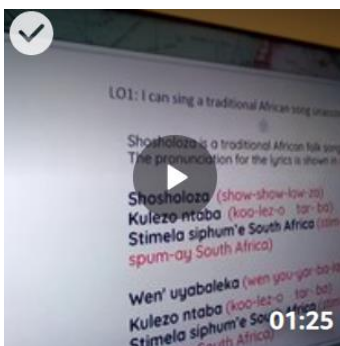
Year 3 Jazz Compositions



Year 4 South American Samba



Yr 6 - Whole class instrument lessons



Year 5 South and West Africa Traditional music



Year 1 – practising staff notation



Music Ambassadors' Solo Performances