**St Mary’s R.C Primary School**

Primary Curriculum – **Music**

**Intent**

The National Curriculum for music aims to ensure that all pupils:

* Perform, listen to, review and evaluate music
* Be taught to sing, create and compose music
* Understand and explore how music is created, produced and communicated

It is our intention at St. Mary’s to make music an enjoyable learning experience for pupils and teachers. We encourage all children to participate in a variety of musical experiences through which we aim to build their love of music, self-confidence and sense of achievement. Pupils develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. In addition to this, we want children to gain a firm understanding of what music is through listening, singing, playing and instrument, evaluating, analysing and composing across a wide range of historical periods, styles, traditions and musical genres. Our objective is to develop a curiosity for the subject as well as an understanding of the validity and significance of all types of music.

**The four key skills of learning are:**

* Singing
* Listening
* Composing
* Performing/Instrumental performance

**Implementation**

At St Mary’s, we teach music in *Reception* classes as an integral part of the topic work covered during the year coupled with the **Charanga** scheme of work. In the Early Years, music contributes to a child’s development in the area of expressive art and design. In *Year 1 and Year 2*, we use **Charanga** (an online scheme) to ensure a wide exposure to different genres of music with a range of practical opportunities, including percussion instruments, to explore and develop as musicians and singers.

In *Year 3*, our pupils are learning Ukulele which is taught by the local **Bury Music Service**. The lessons incorporate work on the:

* understanding of proper handling of a ukulele and understanding of origin and parts,
* a good sense of pulse and rhythm,
* learning of notation,
* understanding of role of composer,
* knowledge of a range of composers and different styles of music,
* compose their own rhythms,
* different instrument families,
* science behind ukulele sound,
* develop pitch awareness through singing,
* learn more complex chords,
* develop confidence in performance and the understanding and application of dynamics.

From *Year 4 – Year 6*, our pupils learn Music via **Technola** which takes place every other half term. This external music provider cultivates creativity through performance, composition, singing and research projects that place theory, technology, aural skills and musical appreciation at the centre. Each lesson includes a whole class musical exercise and small group activities that focus on key principles of music theory.

Music Clubs at St Mary’s

At St. Mary’s we are happy to offer our children a variety of musical experiences in form of clubs. We can currently offer:

* Year 3 – Keyboard tuition
* Year 4 – Ukulele, lunchtime clubs
* Year 5 – Mixture of performance and IPad activities (after school club)
* Year 6 – Mixture of performance and IPad activities (after school club)

Also, the Bury Music Service is using our school facilities, in order to teach a variety of instruments to some of our children on a weekly basis.

***Whole school approaches:***

Our intention is to share the joy of music and familiarise our pupils with a range of historical periods, styles, traditions and musical genres over time. Key Stage 1 and Key Stage 2 are looking at different musicians/composers, on a monthly basis, for our ‘Musician of the Month’ activity where they are listening to different compositions, sing along if possible and learn some background information about composers. Also, the children get the opportunity to listen to a range of musical styles, traditions and different periods using our Y1-Y6 listening resources.

**How does St. Mary’s curriculum meet the needs of the children at our school?**

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| **Religious Values**  **The teachings of Jesus are central to every aspect of our learning, so we:** | * Come together for collective worship and sing hymns during assemblies * Through our listening activities we have the opportunity to listen to music from medieval times with religious links such as Hildegard von Bingen, a nun who was a composer (O’Euchari). * Through music we get the opportunity to connect to Jesus and God through song and prayer during our collective worship in class, assemblies and in church. |
| **Key life skills for learning**  **Provide a curriculum that will equip children with the values, skills and attributes needed to be independent thinkers and courageous learners, so we:** | * Provide children with opportunities to rehearse, perform, apply and master our core learning behaviours of being able to focus, co-operate, reflect, work independently, be creative, show resilience, self-belief and curiosity * Giving opportunities for singing songs from around the world to understand different cultures * Equipping children with the ability to work collaboratively and taking turns when using songs to function as a group and when playing an instrument * Have a better understand of significant musicians, genres, influences and times those musical pieces were composed |
| **Pupil Premium Grant:**  **Provide extended opportunities to experience a wide range of sites of historical importance which they might not otherwise have chance to access, so we:** | * Remove the barriers for children accessing music clubs allowing children who enjoy or have a particular interest in music the ability to pursue in the future * These barriers include: pathway to club, equipment, cost * Provide opportunities for pupils to get involved in music after school, during lunchtimes and in the morning. * Have expectations that all children will develop at a level that is appropriate to them. |
| **Opportunities to embrace cultural capital is part of our school ethos, so we:** | * The British Values taught in school are; democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Music provides a great link: (1) Democracy: Taking turns to sing/musical instruments, sharing. (2) Rule of Law: Following rules and instructions when making music. (3) Tolerance: Celebrate different musical backgrounds, heritage, language and traditions (4) Democracy: Collaboration and working together, using songs and instruments to work together as a group. (5) Individuality: Singing and making music is developing self-esteem, children are involved in idea sharing and give own input. (6) Mutual Respect: Children learn through making music together, to respect others’ ideas. * Seek to be inspired by music idols * Become involved and perform |

**Impact**

Our children have a rapidly developing understanding of the many aspects which music entails. Music also blends well with other areas of the curriculum such as Religion, Maths, English and Science where songs are often used to consolidate learning and help children to memorise information in a fun way.

Pupil Voice is an important tool to analyse how well music is being taught in school. We can say that the children’s excitement, development, and enjoyment is evident when it comes to music. Our children enjoy their music lessons and also the many singing opportunities we offer throughout the week. During music teaching, the children get the opportunity to work as a class, in small groups or with their working partners where they are involved in self-assessment, peer-assessment and group/whole class oral feedback. Teachers use open questions to develop children’s understanding and encourage children to use music terminology during class or group discussions. We ensure that children with SEND and our PPG children also get the opportunity to participate in music activities such as in music clubs. We have also fostered a valuable link to the Bury Music Service who have been visiting our school for music demonstrations.

Assessments are based on teacher judgement and end of unit quizzes, whereby, in each session, any children who are not meeting lesson objectives, and those who are exceeding and performing at a higher level are recorded and targeted for future support in subsequent lessons. These end of unit assessments will not only inform future sessions but will also provide a half termly/termly overview of children’s progress within their year group’s expected outcome.

In the EYFS, observations are recorded in the children’s personalised online learning journey- Tapestry. Pupils are assessed within their ELG (Expressive Arts and Design, Being Imaginative and Expressive). Progress is tracked and age-related expectations are reported to parents at the end of the year.