



# Holy Family Catholic Primary School

*Following in the footsteps of Jesus, we Pray, Play and Learn Together*



## Music Curriculum Statement

At Holy Family, we aim to engage, motivate and inspire children to develop a love of music and to make it an enjoyable learning experience. Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in children's personal and cognitive development. We encourage children to participate in a range of musical experiences to develop their self-esteem, confidence and musical appreciation. Musical skills are appreciated and acknowledged across all year groups, whether that be singing, composition or playing an instrument. Throughout lessons, children learn and enhance the skills of composition, listening and appraisal, performing and understanding within the subject. Children gain an understanding of and appreciation of appreciation various genres, composers and musical styles.

INTENT	IMPLEMENTATION	PLANNED IMPACT
<p>Music plays an important part in helping children to feel part of a community. We provide opportunities for all children to participate in a variety of musical experiences – to create, play, perform and enjoy music in a variety of settings throughout the school year. This aims to build up their confidence, resilience and self-esteem.</p> <p>Singing lies at the heart of good music teaching and is used across the curriculum. Our teaching focuses on developing the children's ability to sing in tune and with other people, and to play tuned instruments to accompany the music and singing. Children learn about the structure and organisation of music.</p> <p>We teach them to listen to and appreciate a wide variety of musical forms and to begin to make judgements about the</p>	<p>Music teaching at Holy Family is based on the Charanga Scheme of work, which ensures consistency and progression throughout the school. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the music curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga scheme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Each of the units of work follow a progression of skills from EYFS to Year 6.</p> <p>In the classroom, children learn how to a variety of percussion instruments including glockenspiels. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument</p> <p>We recognise that musical teaching and learning is not neat and linear. Therefore, in line with the National Curriculum for music and guidance from</p>	<p>The impact of our music curriculum is measured in a variety of ways: through pupil voice, we know that children show a developed understanding of the methods and skills of musicians at an age appropriate level from EYFS to Year 6. Children can articulate the key vocabulary, composers, time periods and offer thoughtful reflections and appraisals of music.</p> <p>Through lesson monitoring and children's work, the impact of the curriculum can be seen. We assess the children's skills to listen, appraise, compose and perform their own pieces and those of others. Children work towards a 'final piece' which showcases the skills and knowledge they have acquired. As a result, children achieve well in music.</p>

*Respect, Responsibility, Resilience*

<p>quality of music. As the children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. It is important that they are given the opportunity to experience and study a range of historical periods, genres, styles and traditions and cultures.</p> <p>We teach children to make music together, to enjoy music together and to understand various ways of writing and composing pieces.</p>	<p>Ofsted, the Charanga scheme is used to support teaching and learning. It is integrated, practical, exploratory and has a child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. The Charanga Musical School Scheme supports the specialist and non-specialist teachers providing lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme provides support and CPD for less confident teachers to deliver lessons. Activities are differentiated using the Charanga Bronze, Silver and Gold challenges.</p> <p>We have a specialist music teacher from Knowsley Music Service who teaches whole class ukulele in Year 5 on a weekly basis as a part of our Wider Opportunities sessions. Years 4 and 6 learn to play the recorder and singing and signing is introduced as an inclusive method of performing for an audience. As a school we also perform at the Summer Fair, Christmas Ecumenical service, Christmas productions and concerts. Each class has a year group Rejoice assembly which is performed to parents and the Year 6 leavers' production and high school transition concert all provide opportunities to perform in and for the community.</p> <p>As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar.</p>	<p>Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a children may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.</p> <p>Through our music curriculum, children will develop an understanding of culture and history, both in relation to themselves, individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. Use and understand musical vocabulary and notations. They can sing and feel a pulse. They will understand how to further develop skills less known to them, enabling them to develop a lifelong love of music and take up further opportunities should they ever develop an interest.</p>
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