



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 pupils 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 pupils. It is a vehicle for personal expression, and it can play an important part in children's personal and cognitive development. Our music curriculum aims to reflect the culture and society that we live in, so that the teaching and learning of music enables children to better understand the world they live in.

INTENT	IMPLEMENTATION	PLANNED IMPACT
<p>Music also 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. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, 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 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.</p> <p>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>Music teaching at Holy Family is based on the Charanga Scheme of work, which ensures consistency and progression throughout the school.</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 Ofsted, the Charanga scheme moves away from the previous levels and learning objectives to an integrated, practical, exploratory and child-led approach to musical learning.</p> <p>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 provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme also provides support and CPD for less confident teachers to deliver lessons. Activities are differentiated using the Charanga Bronze, Silver and Gold challenges.</p>	<p>The impact of our music curriculum is measured in a variety of ways: through pupil voice, we know that pupils show a developed understanding of the methods and skills of musicians at an age appropriate level from Early Years to Year 6. Pupils can articulate the key vocabulary, composers, time periods and offer thoughtful reflections and appraisals of music.</p> <p>Through lesson monitoring and pupils' work, the impact of the curriculum can be seen in pupils' 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 pupils have acquired. As a result, pupils achieve well in music.</p>

Respect, Responsibility, Resilience

<p>We teach children to make music together, to understand various ways of writing music and to compose pieces.</p>	<p>Music within school offers whole class ukelele lessons (as a part of our Wider Opportunities sessions), School Choir, recorder lessons, Singing and signing.</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. This information is recorded and monitored by the co-ordinator.</p>	
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