

ST LUKE'S CE PRIMARY SCHOOL



CURRICULUM STATEMENT FOR

to learn, to succeed, to value one another

MUSIC

Subject Lead: Jennie Harper

1 Aims

We are guided in our language teaching by the National Curriculum 2014, which states:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

2 What will pupils be taught?

Again, this is guided by the National Curriculum:

In Foundation Stage, children's experiences should be deeply musical with a focus on the enjoyment of music. The National Curriculum EYFS Profile Handbook states that music should be taught within its integrated approach of; Prime areas of learning, Specific areas of learning and characteristics of effective learning. At St. Luke's we aim to ensure that all children get opportunities to explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they will have access to instruments appropriate to their age. Music by its very nature will also develop skills and competencies in other areas of learning.

In line with the National Curriculum for music, we aim to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

to learn, to succeed, to value one another

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

3 How will pupils be taught?

- 3.1** Kapow music scheme of work is used to ensure full coverage of all the National Curriculum and Model Music Curriculum objectives. There is a clear progression of skills that develops music skills from EYFS through to Year 6 for each of the following strands: Listening, Composing, Performing and the History of Music (KS2) along with progression of knowledge of Inter-related dimensions of music.

Alongside Kapow, children in Y2 visit the Royal Liverpool Philharmonic Orchestra to watch them perform a special children's concert. They will listen to some of the pieces and discuss the inter related dimensions to become familiar with them before they listen to them performed live.

Alongside Kapow, children in Year 3 will have 30 x 30-minute weekly lessons from the Liverpool Cathedral Education in Music team, culminating with them performing their own compositions at the Cathedral in the summer term.

From February of Year 4 through to February of Year 5 (so one year in total) all children and the class teacher learn a brass instrument: trumpet, trombone or baritone, with lessons delivered by Mrs Hughes, a professional working musician who is also a skilled teacher, employed by Sefton Music Hub. She delivers whole class instrument teaching, focusing on all elements of the music curriculum including composing, history of music and listening - but with the main focus of lessons being reading and following staff notation, playing as an ensemble and as soloists with increased musicality and performance.

- 3.2** EYFS – Year 6

- 3.3** The curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited, in order that children learn and remember it.

- 3.4** Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances (Christmas and Summer concerts, music assemblies and class assemblies, Musical Production performances in Reception, Y2, Y5 and Y6). Annual community events include Y1 performing Christmas carols at local nursing homes, regular singing and performing at St. Luke's Church services including Y1 at Christmas, school choir at Christingle, Y3 at Harvest and Y4 at Easter.

- 3.5** Choir, which is open to all KS2 children, performs at the Liverpool Peace

to learn, to succeed, to value one another

Proms Concert at the Liverpool Arena to an audience 10,000+ every year. Our school band, which is open to any musician learning an instrument in or out of school, takes part in the “Come and Play with the Halle” concert every year at Bridgewater Hall, Manchester.

- 3.6** Every two years, we have an Arts week where a multitude of musicians and professional ensembles perform for the children and deliver workshops.

4 Inclusion

4.1 In line with our ethos of inclusion, it is important that our ambitious Music curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

4.2 Pupils with Special Educational Needs and / or Disabilities (SEND)

Just as in all other areas of the curriculum, for the delivery of Music, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to ‘adapt teaching’ to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil’s independence and their confidence in themselves as a learner is not compromised as a result
- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched
- If appropriate, different instruments will be available for those children with a physical disability

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

4.3 Mastery

Teaching Music lends itself to the stretching of those pupils showing a particular strength. Every lesson plan shows how the lesson should be developed for those pupils showing a particular strength in that area and the outcomes you should expect to see. Once identified, children who show musical ability are encouraged to learn a musical instrument / have singing lessons with a peripatetic music teacher, who is a highly trained musician. In these sessions’ children are encouraged to take Music

to learn, to succeed, to value one another

grades. Children are also asked to attend school band and / or school choir. They are also encouraged to attend the Sefton Music Hub which develops performance skills from Grade 1 to beyond Grade 8. Children with a gift for music are asked to perform solos within lessons and at concerts throughout the year.

5 Assessment and Reporting

5.1 The purpose of assessment should be to:

- ensure and evidence progression against the programme of study
- track progression of cohorts and individual pupils
- identify lack of progression in order to trigger catch-up strategies

5.2 Progression in the learning of Music can be evidenced by regular summative assessments:

- a) There is a pupil assessment activity at the end of each unit, checking musical understanding and skills from the unit in question.
- b) Recording a performance or composition at the end of a unit

Summative assessment allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level.

5.3 In line with the assessment policy, a verbal report may be given to parents in the autumn and spring parent-teacher meetings. A comment on Music may form part of the full written report in the summer term where it is noted to be a particular strength or area for improvement.

6 Impact

As a result of high-quality Music teaching, all pupils at St Luke's will:

By the end of the Foundation Stage:

- *move to music such as skipping and hopping in time with the music*
- *share their thoughts, ideas and feelings through music and movement*
- *develop listening skills*
- *improve fine motor control using instruments and singing*

By the end of key stage 1:

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically*
- *listen with concentration and understanding to a range of high-quality live and recorded music*

to learn, to succeed, to value one another

- *experiment with, create, select and combine sounds using the inter-related dimensions of music.*

By the end of key stage 2:

- *sing and play musically with increasing confidence and control.*
- *demonstrate an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*
- *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
- *Improvise and compose music for a range of purposes using the interrelated dimensions of music*
- *Listen with attention to detail and recall sounds with increasing aural memory*
- *Use and understand staff and other musical notations.*
- *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*
- *Demonstrate a growing understanding of the history of music*

7 Subject delivery monitoring

The school's Music lead has responsibility for the implementation of the schemes, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning
- scrutiny of pupils' work
- discussion with teachers
- discussion with pupils

These activities also ensure the Music lead is well-placed to identify any CPD needs.

8 Review

This statement will be amended and reviewed by the Subject Lead at least once every two years.

Jennie Harper
March 2023