

# St. Mary's Catholic Primary School, Claughton

## Curriculum Intent, Implementation and Impact

*St. Mary's Catholic Primary School*

**LIVING FEELING DREAMING**

Living our life as Jesus taught us, Feeling the Gospel Values, Dreaming of bright futures for all



## MUSIC

At St. Mary's Catholic Primary School the curriculum encompasses our Mission Statement:



St. Mary's Catholic Primary School

'a small school with a big heart'

### Mission Statement

Our mission is to:

Guide all on their journey of faith

Nurture a love of learning

Encourage happiness, confidence and personal fulfilment

Support all in achieving their full potential

## **Intent**

Every child in school should have access to a range of musical instruments. Music is a universal language that embodies one of the highest forms of creativity.

Our high-quality music education will engage and inspire our children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Music is all around us. It is the soundtrack to our lives.

Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. We intend for music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing.

The sheer joy of music making will support pupil wellbeing, enjoyment and self-esteem and bring happiness to our whole school and the wider school community.

Our music curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

## **Aims**

The national curriculum for music aims 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
- 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.

We recognise the huge role that music plays in children's mental health and well-being. As such, we have redesigned our entire music curriculum and we have employed a music teacher to teach both classes (all year groups) weekly.

Miss Deakin, the music subject leader, has used the Musical Development Matters EYFS framework, Model Music Curriculum, Henley report and other documents to create the vision for music throughout school, including the valued input from all staff and the music teachers.

Our school curriculum is underpinned by our Mission Statement. In particular, it is based on the following principles:

### **Pupil individuality and worth**

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others.

We believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

### **Breadth, balance and creativity**

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

### **Continuity and progression**

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

### **Relevance and adaptability**

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

## **Implementation**

### **Planning the curriculum**

Teachers plan the music curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on'

and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

We use the KAPOW scheme of work to enhance lessons and ensure our curriculum is progressive and well sequenced.

Many of our children play an instrument in our school band and we hold annual music showcase concerts with our partner school St.Francis. We use our musical talents to bring happiness to our local and wider community. All children learn to play an instrument and they are provided with instruments free of charge.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

### **Progression - The teaching and learning of knowledge and skills**

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

### **Adaptive Teaching**

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In music, lesson adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- peer support from competent and confident musicians
- large musical scores
- 2beat software on Purple Mash to help children compose
- extending notation to a greater range for children to play
- enabling children to all feel success when playing as part of a whole class ensemble. For example, a greater or lesser range of notes to play when performing a three-part harmony song
- additional support for public performance
- providing adaptive instruments available from the Lancashire music hub
- accessing music technology to convey ideas
- precise and explicit modelling of tasks
- giving children the opportunity to convey their ideas to paper by representing graphic notation in their own way.
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- teacher intervention to address gaps or misconceptions
- the use of appropriate vocabulary at varying levels of difficulty during lessons
- careful use of support for pupils with English as an additional language
- dual coding with key vocabulary and pictures
- adapted texts
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- flexible working groups to work to the strengths of the individuals and promote peer to peer support
- regular opportunities to revisit previously taught knowledge
- different colour paper/overlays/background on the whiteboard
- provide a prompt

## **Consolidation**

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

## **Challenge**

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

## **Enrichment**

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

**By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:**

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

## **Continuity**

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

## **Assessment**

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

## **Impact**

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.

In music, all children have the opportunity to perform in concerts and we work together with our collaboration school to perform as part of a wider orchestra.

Performances are always well attended and they are outstanding celebrations of the hard work, joy and talent of our children and staff.