



Curriculum Statement for Music

INTENT	<p>At St Mary and St Joseph's Primary School, we view music is a universal language that embodies one of the highest forms of creativity. It is a vehicle for personal expression and it can play an important part in the personal development of pupils, engaging them and inspiring them to develop a love of music and talents as musicians. Music reflects the culture and society we live in and so the teaching and learning of music enables our children to embrace and better understand the world they live in.</p> <p>Music plays an important part in helping pupils to develop their creativity, giving all children the opportunity to increase their self-confidence and sense of achievement by providing opportunities for children to engage, compose, to listen to and appreciate a range of quality music expressing and celebrating their own thoughts and feelings about what they hear.</p> <p>This policy is informed by current national guidance on best practice, in-service training, staff discussion and professional judgement</p>				
	Singing, playing and performing.	Exploring and composing.	Transcribing	Describing	Vocabulary
Underpinned by	<p>Our pupils will develop their performance skills as both musicians and audience members. They will be encouraged and supported to sing and play both individually and as an ensemble, developing an increasing knowledge of musical dynamics and the etiquette of performance.</p>	<p>Our pupils will learn how to improvise and compose music for a range of purposes, creating different patterns and melodies and suggesting improvements for their own and others' work using appropriate musical vocabulary.</p>	<p>Our pupils will develop their knowledge of musical notation; recognising the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. They will develop their confidence in using notation on a staff, combining layers of sound using Music Technology software.</p>	<p>Children at our school will develop understanding and recognition in describing how the inter-related dimensions of music can be used to create different moods and effects. They will listen to a range of live and recorded music, drawn from different traditions and composers, developing an idea of a musical timeline.</p>	<p>Our pupils will learn and develop their understanding of new, musical vocabulary.</p>

IMPLEMENTATION	Well planned lessons	External Stimuli	Discussion	Curriculum Approach	
	Well planned lessons will engage pupils and provide all children the opportunity to develop their musical skills and knowledge. Staff can also use lessons planned using the Charanga scheme, covering all aspects of the Music NC.	Children will be given the opportunity to develop their skills beyond the classroom. This includes whole school singing, assemblies and performances, visits outside of school for extra curricular groups such as the choir and visits into school from outside agencies.	Children will always be encouraged to share and consolidate their knowledge, thoughts and feelings in relation to different music.	Music lessons are not only taught as its own subject lesson, but also incorporated into other cross curricular areas. Songs are used to aid the learning of a vast range of subjects, and computer programs are introduced in music lessons when, for example, children are using software such as Garageband. Charanga software is available for all staff to use when teaching music lessons.	
IMPACT	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.				
Underpinned by	Pupil voice	Evidence in knowledge	Evidence in skills	Breadth and depth	
	Through discussion and feedback, children talk about their love of music and what they enjoy about this subject. Those who are engaged in extra curricular music activities (eg choir), show real excitement and pride in their achievements outside of school.	Children show an increase in their skills and knowledge of music as they move further through school. They accurately use appropriate vocabulary, knowing how to demonstrate different dynamics in performance. They talk about different styles and traditions in music, able to give their own opinions in relation to this.	Children use an increased range of musical vocabulary, demonstrating increased skills and knowledge of the subject area. They apply their own acquired musical skills into their performances and compositions.	Teachers plan a range of opportunities for children to express their musical skills, knowledge and talents through creative and inspiring sessions inside and outside of school.	

