

# St Mary Magdalen's RCVA Primary School

## Music Curriculum Statement

### NATIONAL CURRICULUM PURPOSE OF STUDY

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#### THE NATIONAL CURRICULUM STATES THAT:

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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.

#### 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

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### NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS1

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#### Pupils should be taught to:

- 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
- experiment with, create, select and combine sounds using the interrelated dimensions of music

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## **NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2**

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Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

### **Pupils should be taught to:**

- 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
- develop an understanding of the history of music

### **CURRICULUM INTENT**

At St Mary Magdalen's, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of many types of music, and an unbiased respect for the role that music may wish to be expressed in many different ways. We are passionate about ensuring children are able to understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts, including performance.

### **CURRICULUM IMPLEMENTATION**

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#### **SEQUENCE**

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Music is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Music. We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child

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## **TEACHING & LEARNING**

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Our school uses the national scheme of work for music as the basis for its curriculum planning. The topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

The medium-term plans, which we have adopted from the Durham Charanga scheme, give details of each unit of work for each term. Classes use this online tool to support music provision and children have their own logins which they can use at home to further extend the music curriculum. The music subject leader is responsible for reviewing these plans.

### **Early Years**

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### **Additional Teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Durham Education Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn, in our case, the guitar or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

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## EXTRA CURRICULAR MUSIC OPPORTUNITIES

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We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have weekly whole school hymn practise which enables children to develop and consolidate their singing skills. They are encouraged to perform publicly both vocally and with instruments for example in Christmas and Easter plays or services and class assemblies. We offer a range of music opportunities through our extra-curricular provision. We have many links with our local community and parish which enable children to take part and perform in events such as Class and Whole School Masses, Christmas Mayors charity, Seaham Music Academy, events at Durham Cathedral and our annual St Mary Magdalen's got Talent show. In addition to this, we also offer free music lessons for our disadvantaged children so that all children have equal access to the full curriculum. Year 6 participate in an annual music festival at the Youth Village in Consett which is always a fantastic event and we regularly have 'More than Dance' (a liturgical dance group) in school to work with the children to pray as they move to music. To access different genres of music, we have visits from local music groups to showcase a range of genre, e.g. African music.

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## SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

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Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Mary Magdalen's RC Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### **British values in Music**

We understand that, as a school, we have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty and, mutual respect and tolerance of those with different faiths and beliefs in order to ensure that our young people leave school prepared for life in modern Britain. This can be highlighted explicitly as we study a range of genre of music from different periods of history and from a variety of cultures.

## **CURRICULUM IMPACT**

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### **ASSESSMENT & RECORDING**

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Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

### **MONITORING & REVIEW**

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The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in Music is the responsibility of the Music lead and Head Teacher.

The work of the Music Leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **EXTERNAL VERIFICATION**

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The Music lead attends frequently cluster meetings to share their practice with other teachers and schools. Relevant Continual Professional Development training opportunities are also attended by the Music Lead. Community links have been established with local Secondary Music teachers to further support our music provision in school.