

Music Intent, Implementation & Impact

Intent

At St Joseph's Catholic Primary School, children gain a strong 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. We are committed to developing a curriculum which engages and inspires pupils to develop a love of music. And we aim to provide children with the opportunity to progress to the next level of their creative excellence.

Implementation

The music curriculum at St Joseph's Catholic Primary School ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom lessons as well as the weekly hymn practice, Harvest Celebration, Key Stage 1 Nativity, Key Stage 2 Carol Concert, Year 6 production, house music competition, singing in mass and the learning of instruments.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

In the classroom children learn how to play the recorder and a variety of percussion instruments, including clarinet. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing

music. As well as composing instruments, the children in Year 6 learn to compose through garage tech on the Ipad. In the Early Years, composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Children in KS1 begin learning basic skills and techniques which include:

- using their voices expressively and creatively by singing songs and speaking chants and rhymes
- playing tuned and untuned instruments musically
- listening with concentration and understanding to a range of high-quality live and recorded music
- experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.

In KS2 the children begin to implement those skills and are 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.

Impact

It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6.

When planning, teachers refer to the Long Term Plan which ensures progression across the school.

Impact will be assessed through a multi-faceted approach including performances, informal observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond. Evidence is built up by means of sound and video recordings taken at the beginning and end of units, or when there is something significant to note. These should

show development of musical skills, particularly singing, and improvement in social skills such as cooperation and team-work.

Children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can sing and feel a pulse.

At St Joseph's Catholic Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent and school productions. External interests and talents are also encouraged and showcased in assembly. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.