



Music Curriculum Statement

At St Catherine's Catholic Primary School, we believe that music is a powerful form of communication that enables personal expression, reflection and development. We encourage our pupils to develop a love of music by performing on instruments, singing, composing and listening to a wide range of music in our curriculum lessons. Our long-term vision for music is that all pupils access high-quality music lessons and can progress their learning by taking up an instrument or joining a musical group. The skills involved within music lessons will help pupils develop their self-esteem, cooperation and creativity necessary for success. Children will find that music can be enjoyable and relaxing, providing emotional outlets to cope with the pressures of modern-day society. We also believe it is important to celebrate and showcase the variety of talents and skills we have in school, giving children the opportunity to succeed in a variety of environments and opening them up to new prospects for their future. We want children to adopt a life-long love of music, inspiring some to develop their musical abilities going forward.

Intent

- To promote the love of music and singing across an inclusive curriculum which is accessible to all pupils.
- To provide a curriculum which ensures coverage of objectives in Development Matters for Early Years Foundation Stage.
- To provide a curriculum which ensures coverage of the Science National Curriculum for children in KS1 and KS2.
- To improve children's wellbeing and develop their skills, knowledge and understanding so that they can become confident performers, composers and listeners.
- To develop children's musical skills of singing, playing instruments, improvising, composing music and listening and responding to music.
- To develop children's understanding of the history and cultural context of music.
- To develop children's team-working, creative thinking, problem-solving, decision making, leadership, presentational and performance skills.
- To inspire children to develop their own musical talents and abilities by exposing them to high quality performances.
- To develop St. Catherine's Christian ethos, vision and values through singing in half termly masses and weekly whole school, class and Key Stage Celebration of the Word.

EYFS Expectations

The Early Years Foundation Stage (EYFS) is a structure of learning, development and care for children aged birth to five years old. At St. Catherine's our EYFS uses Development Matters to monitor and ensure pupil progression. Development Matters consists of seven areas of learning which aim to promote all aspects of a child's development. Music comes under the Prime Area 'Communication and Language' and the Specific Area 'Expressive Arts and Design'.



Development Matters	Communication and language (Prime Area)	Expressive arts and design (Specific Area)
Three and Four Year Olds	- Sing a large repertoire of songs.	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.
Reception	- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody.

Music National Curriculum

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.

Key Stage 1 National Curriculum

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 inter-related dimensions of music.

Key Stage 2 National Curriculum

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 inter-related 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.

Implementation

- Music lessons taught half termly in KS1 and KS2.
- Music interwoven within EYFS.
- Music provision accessible within EYFS.
- Weekly singing opportunities (e.g. Stay and Pray, hymn practise, Celebration of the World, class assemblies).
- The Charanga scheme of work is used from EYFS to Year 6.
- Music embedded cross-curricular through core and non-core subjects.
- Specialist Music visitors to work with children across the school.
- Each class to learn to play a musical instrument over a full term.
- Extracurricular clubs (e.g. Glee Club)
- Guitar, violin, flute and piano lessons available for children in KS2.
- Half termly performances in school through class assemblies and shows.
- Musical experiences via trips and visitors.

Impact

- Music will be an inclusive curriculum which can be accessed by all.
- Children will have the opportunity to foster their instrumental flare and use this as a form of expression. They will be inspired and engaged by music education.
- Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.
- Opportunities for improved well-being and confidence will be increased.
- Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.
- Children will achieve age related expectations in music at the end of their cohort year.
- Children will retain knowledge that is relevant to music.
- Children will learn that music is a universal language that embodies one of the highest forms of creativity.

Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects - English, Mathematics, and Science. Research suggests that the arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased well-being.