

# Music Curriculum Information

CURRENT CURRICULUM PROVISION	
Curriculum vision and rationale	<p>Music improves cognitive and non-cognitive skills more than twice as much as sports, theatre or dance. Music participation, both inside and outside of school, is associated with measures of academic achievement among children and adolescents.</p> <p>Our school vision is for every child to learn to sing and use their voices to create and compose music on their own and with others. By the time that our children leave St Ignatius, we want them to have the opportunity to learn a musical instrument and use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Throughout their school life at St Ignatius we want our children to be taught to sing and play musically with increasing confidence and control. We want them to develop an understanding of musical composition; organizing and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>We want each child to have been taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>The children at St Ignatius will be taught how to 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 around the world.</p> <p>We want music to be at the heart of our school life and for the experiences to be memorable with lasting impact. In order for us to achieve this, the teachers and members of staff who deliver music within the school, reflect/evaluate and adapt so that the lessons cater for the children in 'our' school.</p>
Curriculum research	<p>Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is</p>

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	<p>moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p> <p>The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.</p> <p>In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.</p> <p>Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.</p>
<p>Intent</p>	<p>We want children to have knowledge and skills that developed through the primary phase of education.</p> <p>We want these skills to be progressively developed when listening and responding to music, when exploring and creating music, when they sing and when they share and perform.</p> <p>We want the children to be able to describe music using a wide range of musical vocabulary.</p>
<p>Implementation</p>	<p>We will continue to deliver at least 3 units of music to each class in the school. These lessons will take place weekly during the half terms when music is taught.</p> <p>Year 4 children will have the opportunity to learn the ukulele via the Wider Opportunities Scheme for Music. These sessions take place for one hour each week throughout the year.</p> <p>The Charanga music portal is used to support music lessons throughout school.</p>
<p>Impact</p>	<p>Music lessons demonstrate a progression of skills across key stage phases.</p>

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Assessment is used by teachers to inform future planning.