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| Music at St Ignatius  “If you cannot teach me to fly, teach me to sing.” – J M Barrie, Peter Pan | | |  |
| **Music**  Music is a universal language that embodies one of the highest forms of creativity. At St Ignatius Primary School, it is our intent that we make music an enjoyable learning experience by providing a high quality music education, which engages and inspires pupils to develop a love of music and their talents as musicians. We encourage children to participate in a variety of musical experiences in order to increase their self-confidence, creativity and sense of achievement.  As pupils progress, they engage critically with music – They are provided with opportunities to compose, to listen to and  appreciate a wide range of music and develop their musical vocabulary in order to speak about the subject in the correct form. | | | |
| **During Foundation Stage at St Ignatius**  **-Aspects of Musical Learning and Development**  ***-Hearing and Listening***  ***-Vocalising and Singing***  ***-Moving and Dancing***  ***-Exploring and Playing***  Music for EYFS students has a primary focus on singing and movement, developing the student’s listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class topics when appropriate.  Children have access to a range of instruments in both structured and non-structured times so that they can explore sounds and rhythms. | **During Key Stage 1 at St Ignatius**  Pupils are 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. | **During Key Stage 2 at St Ignatius**  Pupils are taught to sing and play musically with increasing confidence and control. They continue to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  From year 4, pupils are taught instrumental lessons in trumpet and clarinet by specialist visiting teachers.  Pupils are 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. | |

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| **Planning**   * The school’s curriculum map shows the units to be covered each term. * There is a medium term plan for each unit of work. * More able children are planned for so that they can deepen knowledge and skills. | **Teaching**   * Teaching is delivered by class teachers in EYFS and KS1. Specialist teachers visit the school from year 4 to teach instrumental lessons in trumpet and clarinet. * Workshops are also provided to each year group throughout the year.   During music lessons, 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 by learning about: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. |
| **Marking and feedback**  Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods:   * Oral feedback:   The teacher will informally assess throughout any creation or rehearsal process giving oral feedback and instant methods of ways to improve.  Pupils are also assessed individually and when performing as part of an ensemble – Playing or singing is evidence of achievement.   * Students are encouraged to peer and self-assess: The evidence is in the critical listening of each student and the audience. |
| **Assessment**  **Formative:**   * AFL is used within each lesson to establish next steps for pupils. * Performance opportunities are used as a way for children to present their work and for teachers to assess.   **EYFS:**   * Teachers and key workers make observations   regarding the pupils’ development in this subject. | **Resourcing and display**  **Display:**   * Display is kept up to date and relevant to themes, displaying key vocabulary and concepts that are being taught in Music. * A range of famous composers to be displayed.   **Resources:**   * Resources are stored in the music room in Anne Line building. * A range of instruments are available to the children. |
| **Monitoring**  Monitoring is undertaken by subject leader and SLT during the school year. This will include   * learning walks during Music lessons. * discussions with pupils about what they have learnt. | |