

St John the Evangelist Catholic Primary

Music



Curriculum Intent

At St John the Evangelist Catholic Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Implementation

At St. John's, music lessons are delivered weekly by teaching staff, using the Charanga programme (through Tees Valley Music).

Lessons follow an established, consistent structure, allowing pupils to develop all key music skills: listening, appraising, improvising, composing and performing.

Music is embedded into the culture of the school, with whole school hymn practice, singing in assemblies and Liturgical Prayer, after school Choir and guitar lessons.

We aim to ensure that all pupils:

Have opportunities to explore sounds through listening, performing and composing.

Listening: pupils appreciate a diverse repertoire of music, some of which is related to class topics, giving them some understanding of the chronology of the history of music and how it sits beside world history.

Pupils are also encouraged to reflect on the works of great composers and famous compositions. These are planned in half-termly.

Performing: Pupils are given opportunities to access a range of instruments and refine their skills appropriately.

Pupils are provided with a variety of enrichment opportunities and wide-ranging musical experiences including; liturgical celebrations, (Easter, Christmas) and Tees Valley Music events.

Composing: within music lessons children have opportunities to compose both individually and as part of a group.

Most importantly, we aim to ensure pupils value the importance of music, as a way to express themselves creatively, especially through their voices.

Within the EY setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings. The Charanga programme of work begins in Reception class.

Being Imaginative and Expressive ELG:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Curriculum Sequence

Following the Charanga programme, it is sequenced as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and replay
Year 1	Hey you	Rhythm in the way we walk	In the Groove	Round and Round	Your imagination	Reflect, Rewind and replay
Year 2	Hands, feet, heart	Ho Ho Ho	I wanna play in a band	zootime	Friendship song	Reflect, Rewind and replay
Year 3	Let your spirit fly	Glockenspiel stage 1	Three Little Birds	The dragon song	Bringing us together	Reflect, Rewind and replay
Year 4	Mamma Mia	Glockenspiel stage 2	Stop	Lean on me	Blackbird	Reflect, Rewind and replay
Year 5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and replay
Year 6	Happy	Classroom Jazz 2	A new year Carol	You've got a friend	Music and Me	Reflect, Rewind and replay

Impact

Pupils will:

- Value music in the context of their own well-being.
- Respect and appreciate a wide repertoire of music.
- Retain subject-specific knowledge and vocabulary – they will know more and remember more
- Have taken part in a range of opportunities to foster their instrumental and/or vocal ability.
- Participate in wider musical activities and have increased confidence.
- Have an awareness of musical opportunities available both in school and beyond the classroom.
- Be well placed to make good progress at Key Stage 3