MUSIC

CURRICULUM: MUSIC
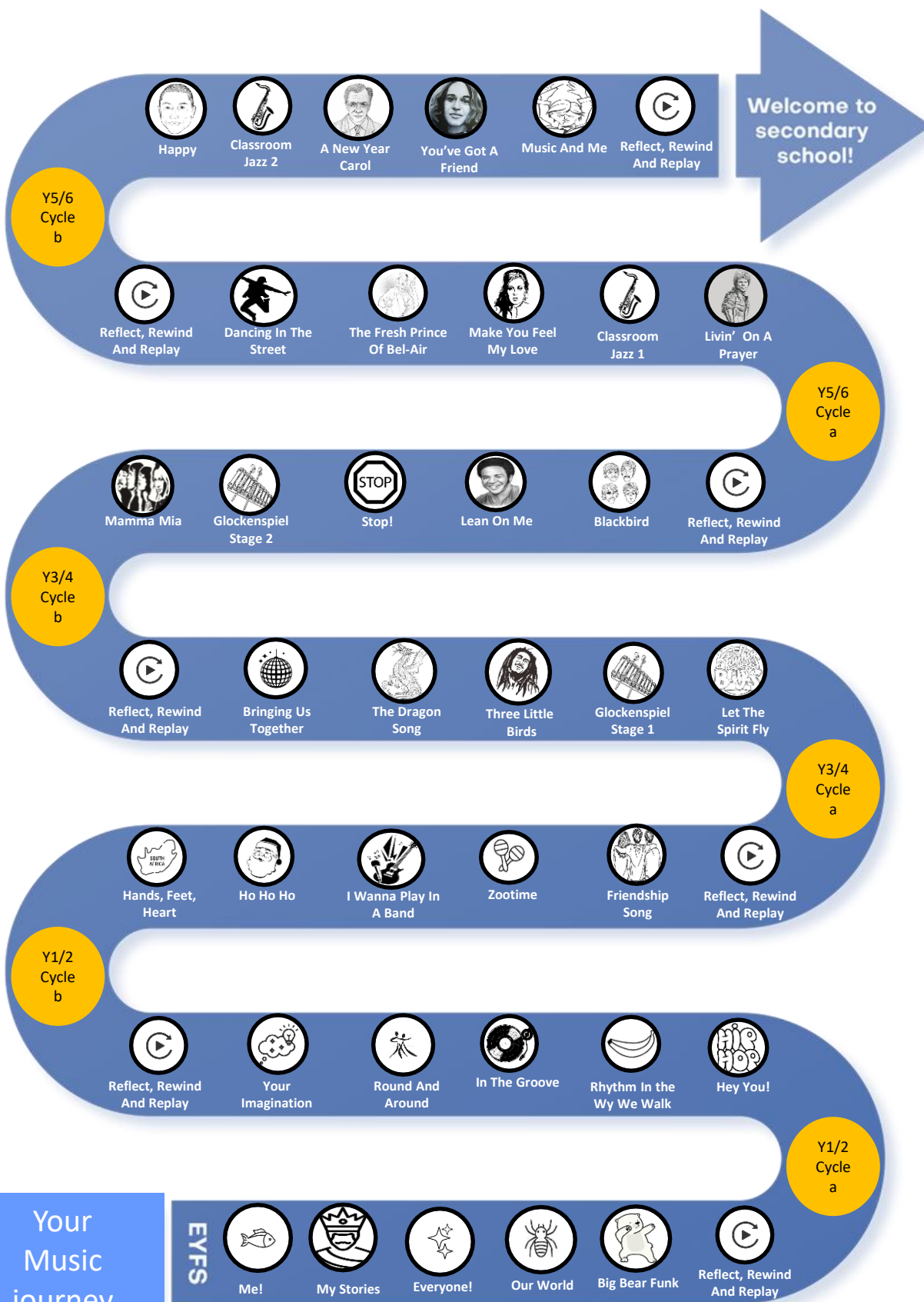
St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.

CURRICULUM NARRATIVE

Welcome to secondary school!

Y5/6 Cycle b

- Happy
- Classroom Jazz 2
- A New Year Carol
- You've Got A Friend
- Music And Me
- Reflect, Rewind And Replay

- Reflect, Rewind And Replay
- Dancing In The Street
- The Fresh Prince Of Bel-Air
- Make You Feel My Love
- Classroom Jazz 1
- Livin' On A Prayer

Y5/6 Cycle a

Y3/4 Cycle b

- Mamma Mia
- Glockenspiel Stage 2
- Stop!
- Lean On Me
- Blackbird
- Reflect, Rewind And Replay

- Reflect, Rewind And Replay
- Bringing Us Together
- The Dragon Song
- Three Little Birds
- Glockenspiel Stage 1
- Let The Spirit Fly

Y3/4 Cycle a

- Hands, Feet, Heart
- Ho Ho Ho
- I Wanna Play In A Band
- Zootime
- Friendship Song
- Reflect, Rewind And Replay

Y1/2 Cycle b

- Reflect, Rewind And Replay
- Your Imagination
- Round And Around
- In The Groove
- Rhythm In the Wy We Walk
- Hey You!

Y1/2 Cycle a

EYFS

- Me!
- My Stories
- Everyone!
- Our World
- Big Bear Funk
- Reflect, Rewind And Replay

Your Music journey starts here!
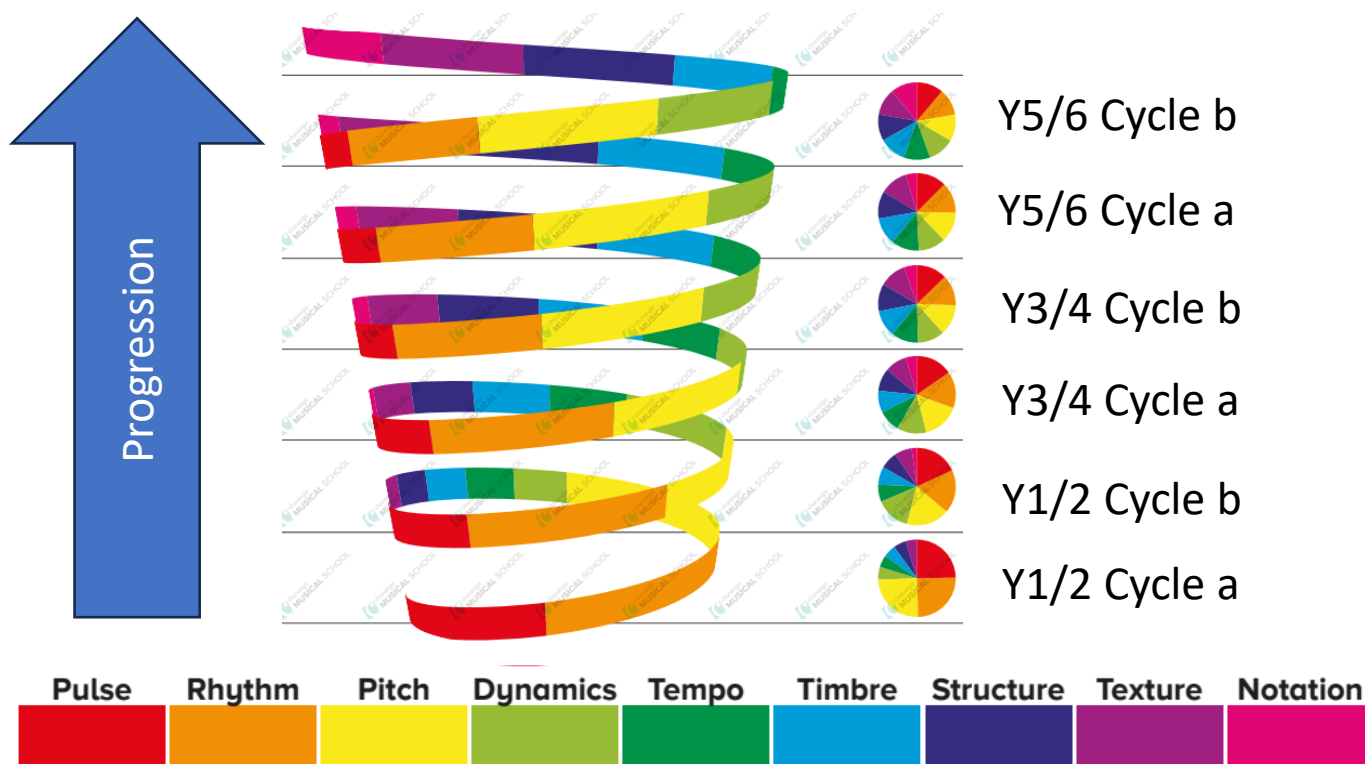
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Intent

At St Joseph's, we have designed a broad, balanced and progressive curriculum, that supports all the requirements of the National Curriculum. We pride ourselves on delivering an integrated, practical, exploratory and child-led approach to musical learning. Charanga is a scheme of learning we use to deliver our curriculum. 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. We aim to ensure all pupils:

• develop a love for music.
• acquire a range of musical skills, knowledge and understanding. This includes performing, listening and evaluating music across various historical periods, genres and styles.
• develop their vocal and instrumental skills.
• understand music notation
• explore how music is created and produced.

The Interrelated Dimensions of Music

Progression through the Units of Work reinforce the interrelated dimensions of music. With each new song, always start again with the foundations of pulse, then rhythm, then pith, adding new dimensions as you progress. This represents an ever increasing spiral of musical learning.

Progression

Y5/6 Cycle b

Y5/6 Cycle a

Y3/4 Cycle b

Y3/4 Cycle a

Y1/2 Cycle b

Y1/2 Cycle a

Pulse	Rhythm	Pitch	Dynamics	Tempo	Timbre	Structure	Texture	Notation

Implementation

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. 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 moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Each unit, within the scheme. enables children to:
1.**Listen and Appraise**
2.**Musical Activities** include Games, Singing, Playing, Improvising and Composing
3.**Perform/Share**

All activities are based around a song.
1.**Games** embed the Interrelated Dimensions of Music through repetition
2.**Singing** is at the heart of all the musical learning
3.**Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
4.**Improvising** with the song using voices and instruments occurs in some Units of Work
5.**Composing** with the song using instruments occurs in some Units of Work

Children will be given the opportunity to share what has taken place during the lesson and work towards performing to an audience.

Impact

Children leave St Joseph's Catholic Primary School as happy, confident musicians, who have the key skills and knowledge necessary for the next stage of their learning.

The impact of our music curriculum will be measured through:

- The subject lead ensures that the National Curriculum requirements are met
- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, drop- ins, discussions with staff etc.
- Assessing children's knowledge of key component learning as set out within schemes of work
- Assessing children's understanding of key skills.
- Sharing good practice among staff
- The music lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point.

The music curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include vocabulary banks, sorting and matching cards or manipulatives. Reactive or proactive adaptations can make the music curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding
'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.
Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction
Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.
Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies
Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning
Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping
Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met
Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

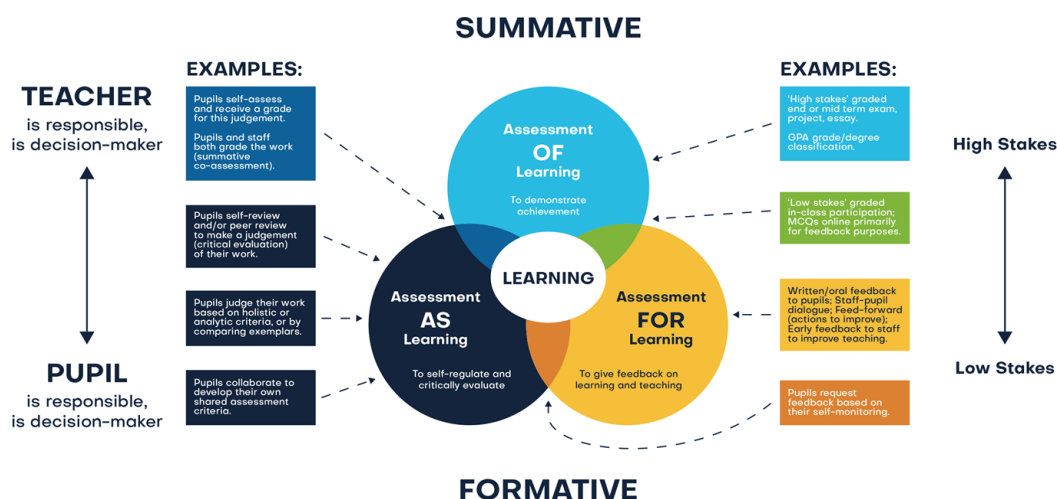**Assessment comprises two _linked_ processes:**

Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.

Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)
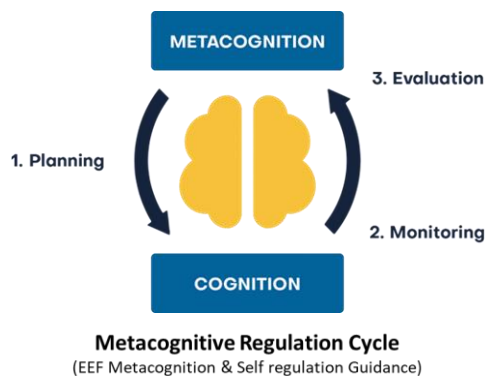
Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:
•Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
•Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
•Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
•Provides feedback recognising achievement, increasing pupil confidence/motivation.
•Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
•Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback.**
•Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
•Allows leaders and staff to make timely adaptations to the curriculum.