MUSIC CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their r starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons

and learning opportunities across all subject areas. We want children at St. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Music – Programme of Study

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

The national curriculum for music aims are:

- To 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
- To 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
- To 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

The national curriculum end of key stage objectives are 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

The national curriculum end of key stage objectives are 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.

Music- End of year expectations Nursery

Communication and Language	• Sing a large repertoire of songs.
Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.
Expressive Arts and Design	• 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.

Music – End of year expectations- Reception

Composing	• To begin to use his/her body to make sounds e.g. clapping. • To begin use his/her voice to do: humming and whispers. • Discuss changes and patterns as a piece of music develops e.g. faster, slower, higher.
Performing	• Sing a range of well-known nursery rhymes and songs. • Perform songs and rhymes with others. • Try to move in time with the music. • Begin to use some percussion instruments. • Using props to bring songs to life.
Listening & Context	• To begin to identify a beat. • Listen to the music with increased attention to sounds.
Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
Physical Development	• Combine different movements with ease and fluency.
Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

Music - End of Year Expectations - Year 1

Composing	• To use his/her body to make sounds. • To use his/her voice to do: humming, whispers, whistles. • To make patterns with sounds e.g. loud - quiet - loud – quiet, long - short - long - short. • To make sounds that reflect a topic. • To say what they like and do not like about other's performances.
Performing	• To use high voice, middle voice, low voice. • To sing in unison with a group. • To can sing in tune. • To make and change sound on an instrument both tuned and untuned. • To perform to an audience.
Listening & Context	• To identify a beat. • To begin to identify the mood of a piece of music. • To begin to identify instruments they can hear in a piece of music.

Music - End of Year Expectations - Year 2

Composing	• To make sounds that reflect a topic - Link to recording sounds using symbols. • To use short given patterns in his/her compositions. • To use given symbols to record long and short sounds. • To say what they like and do not like about other's performances - To give basic critiques for improvement.
Performing	• To use high voice, middle voice, low voice. • To can sing in tune with a group. • To make and change sound on an instrument both tuned and untuned creating both long and short sounds. • To perform to an audience and improve his/her performance by practising.
Listening & Context	• To identify a beat and join in. • To identify the mood of a piece of music and discuss what they like and do not like about the piece. • To explain to another which of two sounds is higher or lower.

Music - End of Year Expectations - Year 3

Composing	• To use his/her voice and copy a given scale. • To compose three note patterns. • To copy a repeated pattern (ostinato). • To work in a group to create symbols that represent different sounds and instruments in a composition. • To reflect on, and improve his/her own work.
Performing	• To sing expressively in time to the beat and rhythm. • To perform given compositions/songs from memory. • To take part in two-part songs. • To perform simple rhythmic and melodic patterns on an instrument to accompany a song. • To perform as part of a group and individually to an audience.
Listening & Context	• To begin to identify how many beats are in a bar when listening to pieces of music. • To begin to explain what they think a piece of music's purpose could be. • To compare pieces, thinking about pitch, mood, rhythm and tempo. • To find similarities and differences in the work of a great composer/musician from history.

Music - End of Year Expectations - Year 4

Composing	• To develop the use of his/her voice and copy a given scale. • To compose simple tunes using a pentatonic scale (a scale with 5 notes). • To improvise repeated patterns (ostinato). • To create his/her own symbols to represent different sounds and instruments in his/her compositions. • To reflect on, and improve his/her own work. • Evaluate his/her piece against a given criteria.
Performing	• To continue to sing expressively in time to the beat and rhythm. • To perform given compositions/songs from memory. • To take part in two-part songs and two-part harmonies. • To perform their own simple rhythmic and melodic patterns on an instrument. • To perform as part of a group and individually to an audience.
Listening & Context	• To identify how many beats are in a bar when listening to pieces of music. • To explain what they think a piece of music's purpose could be. • To evaluate others work, thinking about pitch, mood, rhythm and tempo. • To express his/her opinions about music from the past.

Music - End of Year Expectations - Year 5

Composing	• To understand when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. • To layer sounds to create effects. • To compose melodic and rhythmic phrases. • To begin interpreting musical notation. e.g. Crochet = 1 beat, minim = 2 beats.
Performing	• To sing expressively combining dynamics, tempo and pitch. • To take part in rounds. • To perform his/her own rhythmic and melodic patterns on an instrument. • To lead a small group in performance.
Listening & Context	• To begin to explore reasons for composers' tempo choices. • To pick out details within a piece. • To compare pieces thinking about texture, structure, timbre and dynamics. • To find similarities and differences between different historical composers and musicians. • To explain how music has changed over time.

Music - End of Year Expectations - Year 6

Composing	• To continue to understand when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. • To layer sounds to create effects. • To compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) • To continue to interpret musical notation. • To reflect on his/her compositions dynamics, tempo and timbre.
Performing	1. To continue to sing expressively combining dynamics, tempo and pitch. 2. To perform his/her own compositions from memory. 3. To take part in three part harmonies and descants. 4. To perform his/her own rhythmic and melodic patterns on an instrument. 5. To lead a group in performance.
Listening & Context	6. To begin to explore reasons for composers' tempo choices. 7. To pick out details within a piece and recall these details from memory. 8. To evaluate other's work thinking about texture, structure, timbre and dynamics. 9. To find similarities and differences between different historical composers and musicians. 10. To explain how the music of the past reflected the society of the time.