

ST. MARY'S CATHOLIC PRIMARY SCHOOL



MUSIC DEVELOPMENT PLAN

Updated September 2024

St. Mary's Catholic Primary School – Music Curriculum

Introduction

This document is a statement of the intent, implementation and impact of the teaching and learning of Music at St. Mary's Catholic Primary School, Poole. It was written by the subject leader for Music and refers to music learning both inside and outside of the classroom.

The Importance of Music.

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' National Curriculum for Music, 2013

Statement of Intent & Rationale

Music is a practical subject. It is academic, creative, technical, intellectual and challenging. Our Music lessons are focused on learning *in, about* and *through* music. Throughout their time at St. Mary's, pupils will have the opportunities to develop skills across a number of tuned and un-tuned percussion instruments in order to build their knowledge and understanding of music. All Year 3 children learn the recorder during their whole class Music lessons and have access to their own instrument at no cost for the whole year. All Year 4 children participate in the First Access programme in their curriculum lesson and have the opportunity to learn an instrument for a term. This forms a firm foundation for the progression of more complex learning in the upper Key Stage 2 curriculum. A number of performances are planned across a 2-year cycle and all children have an equal opportunity to participate in these. These performances take place both during and outside of school; on school premises and at other local venues.

All pupils at Key Stage 2 are also offered the chance to learn an instrument at additional cost. We endeavour to create fair access by providing financial assistance to Pupil Premium families (2 terms fully funded) and freely loaned instruments for children from disadvantaged backgrounds to ensure broad access. Through established partnerships with SoundStorm, Poole Schools' Music Association and Bournemouth Symphony Orchestra, we aim to expose our pupils to a wide range of music styles, genres and instruments. These partnerships bring opportunities such as watching the BSO perform yearly in a live schools' concert at Poole Lighthouse, welcoming professional musicians to our school and participating in workshops led by outside companies.

We believe that music is very much at the heart of our school. Music forms an integral part of our worship through song and fellowship, and therefore has a strong presence both inside and outside of the classroom. By studying Music, we especially focus on the Gospel Values of Humility, Compassion, Kindness and Integrity as it enables children to get

involved, work together and appreciate the gift of music. We value the opportunities to consider the Virtues of Play, Friendliness, Self-Knowledge, Confidence, Perseverance, Humility and Studiousness through our learning of music.

In a school with large and valued EAL communities, we believe that studying music from a range of cultures is extremely important. This creates an opportunity to explore and understand a variety of cultures, beliefs and events around the world. Each October, we participate in Black History Month and explore the valuable contributions of artists of colour. We also follow a Musician of the Month programme which gives further opportunities to listen to music composed and performed by a wide range of artists.

Ambition for Pupil Premium children

Children eligible for Pupil Premium should have the same experience of Music in school as all others. All PP children have the opportunity to learn an instrument and benefit from 2 terms of funding per year once the first term has been paid for. All music clubs are free to attend, and PP attendance is encouraged. Where workshops and experiences have limited numbers, we ensure there are opportunities for PP children to attend.

Ambition for SEND children

All children with SEND participate fully in Music both inside and outside of the classroom. When necessary, they receive bespoke support and differentiation to meet the learning aims of the lesson and reach their full potential. At all times, Quality First Teaching should be seen as the basis of provision for all learners, including those with SEND. All instrumental lessons and extra-curricular music clubs are available for those children with SEND needs. Adaptations in both resources and physical instruments are made to allow all learners with a SEND need to access their Music learning. Where a child is in receipt of funding for a 1-1 Teaching Assistant, the subject lead works with that Teaching Assistant to plan accordingly for individual children to be able to achieve the must haves of each unit of work.

Aims

At St. Mary's Catholic Primary School, musicality is at the heart of our Music curriculum. We believe in a strong musical presence across the school to create a culture and love for the Arts. Music should be:

Enjoyable

- To develop a sensitive response to sound in general and a life-long enjoyment of music in a variety of styles both as a listener and participant.
- To use music as a creative stimulus.

Creative

- To develop pupils' self-expression, ideas and feelings through the medium of sound.
- To understand the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To develop the skills to play and perform on a wide range of instruments, including the voice and music technology.
- To give all pupils the opportunity to learn a musical instrument and progress to the next level of musical excellence.

Social / Moral

- To sing and play together, creating bonds.
- To develop the ability to work constructively and co-operatively as a member of a group using skills of leadership, discussion and negotiation.
- Develop self-confidence in performing to others.

Religious / Cultural

- To develop an awareness and appreciation of musical heritage, traditions and developments in a variety of cultures, societies and religions.
- To use music as an integral part of prayer and worship.
- To explore the works of great composers and musicians.

Cross-curricular

- To help language development, vocabulary and literacy.
- To develop a feel for patterns and numeracy.
- To provide a vehicle for learning in certain subjects / topics such as languages, history, art, drama...
- Music plays an important part in acts of worship.

Outcomes for the Pupil (National Curriculum for Music 2013)

Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhyme;
- Play tuned and un-tuned 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

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be 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.

Curriculum Organisation

Teaching groups

All pupils are taught as class groups. Y1, 2, 3, 4, 5 & 6 are taught by a Music specialist. Our Early Years Music is taught in classes using the online Charanga programme of learning.

Time allocation

Foundation Stage pupils have weekly lessons of 30 minutes. In addition to this, class teachers sing regularly throughout the week.

Year 1, 2, 3, 4, 5 & 6 pupils have fortnightly lessons of 1 hour with the Music Subject Leader. In addition to this, pupils attend class and school worship which include ample singing opportunities. Pupils also have a weekly Prayer Praise Hymn Practice for 20 minutes where more ambitious part singing is a regular theme.

All year groups receive additional musical immersion through concert performances and workshops offered through association with SoundStorm and BSO Participate programme.

Marking and Monitoring

MARKING

FS2 – Teachers make formative notes on planning as the lessons progress. This is combined with observations against the Early Learning Goals which are recorded on Tapestry.

KS1 – Teachers make formative and summative judgements based on working throughout the unit and final work presented. Final performances are recorded on iPad / Tascam recorder.

KS2 - Teachers make formative and summative judgements based on working throughout the unit and final work presented. Performances are recorded on iPad / Tascam voice recorder. All pupils who present work to the class / teacher are marked against the WALT. In addition to this, at least 5 more random pupils are chosen to be formally marked against the WALT in every lesson.

✓ = Working towards the WALT (WT)

✓✓ = Working at the WALT (ARE)

✓✓✓ = Working beyond the WALT (GD - Pink challenge work)

MONITORING

All Music is taught by the Subject Leader who is a Music specialist. The Subject Leader regularly attends SoundStorm CPD and is an active member of the Poole Schools' Music Association. Music lessons are regularly observed as part of a regular monitoring programme of learning walks.

Accommodation & Equipment

Y1-6 pupils have music lessons in the designated Music Room.

The room is equipped with a class set of djembe drums, a class set of samba kit, 16 keyboards, tuned and un-tuned percussion trollies, xylophones and glockenspiels, 4 class sets of recorders and a selection of orchestral instruments. We also have a drum kit, an assortment of guitar & vocal amps and a mobile PA amplifier with microphones.

Health & Safety

Risk assessments are in place for all music teaching, extra-curricular clubs and events. These are reviewed annually.

Equality statement

At St. Mary's Primary School, we aim to ensure equal access to music provision regardless of ethnic or cultural origin, gender, physical or academic ability and will support pupils in order for them to succeed and make progress. Tasks will be adapted, and appropriate resources provided to ensure equal opportunities and challenge for all pupils. Financial assistance is available to enable Pupil Premium pupils to access extra-curricular opportunities.

Academically More Able (AMA) and Talented pupils

Children with exceptional musical skills need to be identified at an early stage. The school aims to support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities will be given for them to perform in the classroom, during assemblies and in school concerts. These pupils will typically be taking music exams and the subject leader will monitor their progress and encourage auditions to county groups.

Extra-curricular opportunities

We offer a range of extra-curricular opportunities at St. Mary's to both Key Stages 1 and 2. Currently on offer as of September 2024 are:

Day	Before school 8:25-8:45	Lunchtime	After school 3:15-4:15pm
Tuesday	KS1 Choir		
Wednesday	KS2 Recorders	Choir	Orchestra
Thursday		Y3/4 TooTs & DooDs Club	

Performance opportunities

These are planned across a two-year cycle and link with the Liturgical calendar, Drama, Art and History. Please see below for a plan of the two-year cycle for 2023-2025.

Music Liaison

St. Mary's is an active member of the **Poole Schools' Music Association** who plan and present a concert each Christmas at the local Arts venue, Poole Lighthouse. LWi (Music subject leader) has been the KS1 representative since September 2017).

The school is a continued member of **SoundStorm Music Agency** and **Wave Arts Education Agency**. Our membership of this gives us access to the First Access Whole Class Instrument Tuition Programme as well as a host of CPD opportunities, workshops and professional liaison.

Latest OFSTED findings November 2024 – References to Music

'Pupils learn to play a musical instrument and can use technical language to describe music, such as piano and forte.'

'The provision for pupils' wider development is a strength. Pupils take part in school musical productions and perform at singing concerts to develop their confidence. They recognise cultures that are different from their own by celebrating festivals from around the world.'

Performing Arts – Music – 2-year plan

Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
<p>Inspirational experience concert: King Brass (SoundStorm)</p> <p>PSMA Concert @ Poole Lighthouse (KS2 Choir)</p> <p>3 x Nativities (FS2 & KS1)</p> <p>KS2 Carol Service @ St. Mary's Catholic Church</p> <p>First Access provision for Year 4 TooTs & DooDs (SoundStorm)</p> <p>Treehouse Theatre – Cinderella (all year groups)</p> <p>Carols around the Christmas Tree</p>	<p>Great Fire of London performance Y2 (Singing & boomwhackers)</p> <p>Y5/6 Young Voices Concert at O2 London</p> <p>Spring Concert @ St. Mary's Catholic Church</p> <p>Term 1 Y4 First Access Progression Flute / Clarinet with SoundStorm</p>	<p>BSO concert (KS2)</p> <p>SoundStorm's Showcase Concert @ Poole Lighthouse (Orchestra involved)</p> <p>Term 2 Y4 First Access Progression Flute / Clarinet with SoundStorm</p> <p>KS2 Summer Production: Roald Dahl's Matilda Production</p>	<p>3 x Nativities (FS2 & KS1)</p> <p>KS2 Carol Service @ St. Mary's Church</p> <p>PSMA Concert @ Poole Lighthouse (KS2 Choir)</p> <p>Treehouse Theatre – Treasure Island (all year groups)</p> <p>Carols around the Christmas Tree</p> <p>Community Tea Party & Performances</p>	<p>Spring Concert @ St. Mary's Catholic Church</p> <p>First Access provision for Year 4 CLARINET (SoundStorm)</p> <p>Y4 Opera workshop (Cultural Hub)</p>	<p>BSO concert @ Poole Lighthouse (KS2)</p> <p>Term 1 Y4 First Access Progression Clarinet with SoundStorm</p> <p>Inspirational experience concert: Percussion (SoundStorm)</p> <p>KS2 Summer Production: Oliver with a Twist</p>

LONG-TERM PLAN



MUSIC CURRICULUM

September 2024

Music Curriculum Map 2024/25

	Autumn		Spring		Summer	
EYFS2	We're going on a Bear Hunt Exploring musical ideas through a much-loved book. Introduction to singing and playing instruments.	Me Explore: growing, homes, colour, toys, how I look.	My Stories Explore: using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Everyone Explore: family, friends, people, and music from around the world.	Our World Explore: animals, jungle, minibests, night & day, sand & water, seaside, seasons, weather, sea, space.	Reflect, Rewind, Replay Reviewing skills learnt this year.
Early Learning Goals - Expressive Arts & Design 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.						
Year 1	Songs, Rhymes and Chants (Singing) Sing simple songs, rhymes and chants from memory. Using start – stop signals. Sing call and response songs. Nativity (Singing) Applying knowledge and skills as above		Under the Sea (Performing) Sing simple songs about the sea. Play percussion instruments in time with the pulse, progressing to playing short repeated rhythms. Exploring stick notation to play rhythms.		Space (Composing) Sing simple songs about space. Create musical sound effects in response to a stimuli. Recognise how graphic notation can represent created sounds. Invent own symbols for the music composed.	
Year 2	Songs and Rhythm (Singing) Singing songs within a do-so interval range. Practicing the use of dynamics and interpreting visual cues. Dot notation to recognise 3 note tunes. Nativity (Singing) Applying knowledge and skills as above.		Great Fire of London (Performing) Exploring pitch using chroma-pitch. Identifying changing pitch and performing in time. Learning about instruments of the orchestra. Learning about the 4 orchestral families and the instruments in them.		Pirates (Composing) Singing songs about the sea and pirates. Change lyrics to a popular song and perform. Creating a class accompaniment using the chords of C and Dm. Exploring stick notation for crotchets, quavers and crotchet rests.	
Year 3	Recorder 1 (Performing) Forming the correct embouchure for the recorder. Learning to play melodies using B/A/G in a sequence.		#GoCompose - Woodland (Composing) #GoCompose enables imaginative music-making in a creative and fun way. Using active listening and improvisation, pupils will compose their own sounds in response to a woodland groove.		Recorder 2 (Performing) Forming the correct embouchure for the recorder. Learning to play simple melodies using B/A/G/E/D.	
Year 4	Whole Class Instrumental Tuition (Performing) Learning to develop basic skills of a selected musical instrument over a sustained period. Playing and performing melodies within an interval of a 5 th .		The Music of China (Composing) Using the pentatonic scale to improvise, compose and perform. Exploring and using graphic scores as a stimulus.		Notation (Performing) Use rhythm cards to create sequences of 4 beat phrases. Add notation and learn to play. Reading and playing from simple notation in both major and minor keys. (do-so)	

Year 5	Whole Class Instrumental Tuition: UKULELE (Performing) Learning about chord construction and how harmony supports melody. Playing using strum and upstrum. Playing different parts in an arrangement.	12 Bar Blues (Composing) Using knowledge of chords, learning to play the 12-bar blues in C. Improving using the blues scale and combining the two. Exploring blues lyrics and writing own in AABA structure.	Rhythm (West Africa) (Composing) Composing in Rondo form. Learning djembe timbres and techniques to play as an ensemble. Exploration of structure and the use of different musical techniques.
Year 6	Music Tech Project (new Autumn 2024) In this unit, pupils will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga's online music studio. Pupils bring together knowledge of melody, harmony and rhythm, reviewing and making alterations as they work.	Leitmotifs (Composing) Composing music to depict a character or emotion. Writing a children's story with added musical motifs. Composing as an ensemble.	Ground Bass & Variations (Performing & Composing) Learning about the Baroque technique of Ground Bass. Learning to play Pachelbel's Canon on the keyboard and experimenting with variations. Using an online music studio to create variations on a theme.