

## CURRICULUM STATEMENTS: MUSIC



At SJS, we want our curriculum to lead to confident, independent learners who have a passion for learning and are adaptable to the needs of the world when they leave school. We want to promote positivity, happiness and self-esteem in a caring and supportive environment that meets the needs of each child.

### INTENT

To fulfil the requirements of the National Curriculum and ensure pupils develop a love and appreciation of music;

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 teach pupils to sing and use their voices, create and compose music on their own and with others, learn a musical instrument, and use technology appropriately.

To understand and explore how music is created through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations;

Respond and understand the needs of all learners, recognising their successes and challenges to ensure they can reach their full potential, assessing, giving feedback and supporting pupils throughout the lesson to enable them to celebrate their progress and understand their next steps.

Make connections through music with the wider curriculum such as:

Inspiring art, creative writing and poetry, using apps to create music, maths to identify notational values and learning about different cultures, religions and countries through music.

### IMPLEMENT

The music curriculum ensures children sing, listen, play, perform and appraise. This is embedded in the classroom through the music programme Kapow, as well as the weekly singing practises, concerts, performances, musical clubs and teaching from specialist music teachers.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Skills are taught progressively and revisited throughout each year group leading to knowledge building over time;

Trips and visitors booked for the children will be of high quality. The intention of such trips is to provide the children with cultural capital and to give them experiences that enhance their learning;

### IMPACT

With everything in place, it is expected that children can make good progress in Music. If they are demonstrating good subject knowledge and completing planned outcomes, they will be deemed to be secure in the subject.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Photo and video evidence of the pupils practical learning.

Pupils are quickly supported with the most appropriate support in class if progress is not at the expected standard. Pupils are monitored regularly to ensure continued success and progress.