Music Curriculum Rationale

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. This encompasses every dimension of the child: spiritual, moral, social, academic, physical and artistic. We believe that knowledge empowers and enables children to feel and be successful, and that this is the entitlement of every child. Our approach to Music is that it should be fun and engaging for all concerned and that every child is born a musician.

INTENT



Alignment to National Curriculum

At St Thomas of Canterbury, we intend a curriculum that is a practical, exploratory and child-led approach to music. We use the Charanga scheme of work which enables children to understand musical concepts through a repetition-based approach to learning. The scheme supports all the requirements of the national curriculum.



By the end of Y6, all children will have had an opportunity to learn to play an instrument and have been able to express themselves creatively. They will be aware of the understanding and implication of musical components. Children will be able to use elements such as pitch and metre to talk about music and will understand the components of composition. Children will be aware of a wide range of music from different genres and around the world.

Through our music curriculum 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. Children will understand musical

concepts through a repetition-based approach to learning.

Over time, children can both develop new musical skills and

concepts, and re-visit established musical skills and concepts

"Music has a power of forming the character and should

therefore be introduced into the education of the young".

development in children. It provides an outlet for creativity which is crucial for children's development. High quality music

lessons are provided to all children and not just those whose

touches the lives of all young people, the disadvantaged can

(Aristotle) There is evidence that music stimulates brain

families can afford to pay for music tuition. While music

which is part of the spiral curriculum.

benefit most.



Sequencing



Addressing Social Disadvantage



Local Context

Sheffield and our school community are increasingly diverse and our music curriculum reflects this, children are given the opportunity to listen to and reflect on music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. All children are given a chance to engage in learning a musical instrument.

IMPLEMENTATION



Pedagogical Approaches Teachers follow the charanga step by step lessons, which provide children with opportunities. to reflect and talk about their feelings and experiences that music brings to them. Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- 1. Listening and Appraising
- Musical Activities
- 3. Performing



Teachers' Expert Knowledge



Promoting Discussion and Understanding



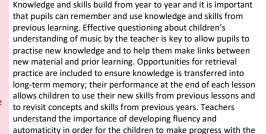
Knowing More and Remembering More

As with all subjects, teachers are expected to demonstrate good subject and curriculum knowledge and are supported with regular CPD and clarity in the curriculum map as to learning outcomes from previous year groups.

Learning materials from Charanga and the Sheffield music hub provide teachers with further musical knowledge and support. Musical lessons are provided by trained professionals for viola, guitar and singing.

Children have access to the school choir.

The way the music lesson is developed allows children to Learn about the same musical concepts through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each lesson begins with time to listen and talk about a musical piece and how it makes you feel and why. Each lesson not only plans for new learning but provides opportunities for practice and consolidation.





Teachers will assess children's learning using questioning and observations of children's performances and engagement in the lessons. Teachers can record and upload videos of performances onto the drive.

more complex task.

IMPACT



Approach to Assessment The approach to assessment is less formal than in core subject disciplines. There is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals for them as young people. Teachers use formative assessment throughout each lesson. Formative feedback will be given about individual components.



Performance Data

There is no published data for music at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.



Pupils' Work

Pupils work is practical and can be recorded on video or by teachers' observations in a class book where appropriate. Children also work towards performances that are shared with parents and the wider school community.



Talking to Pupils

The music curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the music curriculum, the knowledge, skills and understanding they are retaining, and the wider opportunities that they have been able to experience.

	Links / References
Charanga	