

St. Peter's Catholic Primary School, Gloucester

Music Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive Music curriculum that maps out the knowledge and skills that we want our children to learn and experience in Music.

The EYFS curriculum is the start of every child's journey to becoming a musician. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a musician are:

Communication and language	<ul style="list-style-type: none">• Children listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.• Sensitive questioning that invites children to elaborate.• Children becoming comfortable using a rich range of vocabulary and language structures.
Physical development	<ul style="list-style-type: none">• Combine different movements with ease and fluency.
Literacy	<ul style="list-style-type: none">• Enjoy rhymes, poems and songs together.
Expressive Arts and Design	<ul style="list-style-type: none">• The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.• The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.• 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.

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From Y1, the children work progressively towards the National Curriculum for Music which aims to ensure that all pupils:

- 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.
- 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.
- 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.

Our Music curriculum is designed to:

- revisit and build upon prior learning within Music and to make links across all subjects. Retrieval opportunities, such as low stakes quizzes, are planned in Music and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in Music.

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include Music-specific strategies or memorisation techniques.
- **metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach worked or considering which cognitive strategy is the best fit for a task.

In implementing the Music curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

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<p>At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, Laudato Si, 2016).</p>						
<p>Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.</p>						
<p>It is our intention that the St. Peter's Music Curriculum will:</p>						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities Faith RE curriculum Disadvantaged incl SEND and PP	Responsible citizens: Local, National International Fund raising Global challenges:	Inclusion: SEND Disadvantaged Other Cultures and beliefs Gospel message CST – social justice and help those in need	Think deeply: mastery and enquiry questions Successful learners: lifelong learners Aspirations Growth mindset RP Confident individuals: Self-regulation Metacognitive strategies Role models	Retrieval Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement Oracy and reading Cultural capital

Music is taught weekly throughout the year.

Our Music curriculum has 3 golden threads, instrumental progression, improvisation and composition which link and build upon prior learning in Music.

The Music curriculum is implemented following the Music coverage document and progression is detailed in the Music skills progression document.

Vocabulary development in Music is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in Music but across the whole curriculum. Our Music vocabulary progression document shows how we actively develop vocabulary in Music.

Finally, we use assessment to check pupils' understanding of what the Music curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.