Music at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***.

We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

The Music curriculum at St Gregory's enables the aforementioned by promoting the intent for this subject area set out by the National Curriculum:

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.

In keeping with the rest of the curriculum at our school, the learning our children undertake in Music also enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience a Music curriculum which is **meaningful, motivating and memorable**
- 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.

Curriculum Design

We use Junior Jam to provide a comprehensive music curriculum, which covers the whole music curriculum from Year 1 to Year 6. Junior Jam provides three core subjects, including Music Theory with Keyboards, Song writing with Glockenspiels and Singing, which are delivered across three half terms throughout the year. The remaining three half terms focus on instrument playing, enabling pupils to perform on a variety of tuned and untuned instrumentation from different cultures. The three core subjects are year group-specific, and the lesson plans are targeted towards each year group. The Expressive Arts and Design curriculum in EYFS helps to begin this process, laying strong, relevant foundations for the National Curriculum aims.

Our music curriculum is implemented through weekly 45-minute to 1-hour lessons. This consistent approach allows pupils to build on their knowledge and skills progressively and develop their musical understanding. To provide pupils with a broad range of musical experiences, we use a range of instruments including Boomwhackers, Electric Drums, African Drums, Ukuleles, Class Jam, Percussion, Samba Drumming, Keyboards, and Steel Pans. This ensures that pupils have access to a variety of different musical styles and cultures, helping them to explore their talents and passions. The curriculum is delivered by dedicated and experienced Junior Jam instructors, who are experts in their field. The instructors rotate equipment across all the schools to provide a well-rounded mix of instrumentation, ensuring that pupils have the opportunity to perform on a variety of tuned and untuned instruments.

Opportunities for singing occur in assemblies, and we seek cultural opportunities to use our voice such as choir club, singing at our local church, and attending events across the region. This approach helps pupils to develop their vocal skills and confidence in performing in front of others.

Enrichment

As mentioned above, there are ever-increasing opportunities for children to experience extra-curricular activities in Music at St Gregory's. These include activities such as:

- Carol Singing in old folk's homes at Christmas
- Participation in region-wide performances and events (e.g. Young Voices)
- Taking part in singing in the school choir at events (e.g. Christmas fayre) and Masses
- Taking part in playing and singing at regular large events (e.g. Christmas Productions; End of Year Productions; Cluster School Advent Services)
- Extra-curricular sessions such as Rocksteady
- Weekly singing at Key Stage and Whole-School Assemblies and Prayer and Liturgy sessions
- Enjoying musical visitors during showcase events

Provision For All

In keeping with our intention to enable all our children to flourish, the curriculum for Music provides challenge for all groups of children, such as SEND, more able, pupil premium, and EAL. This is done through a wide variety of differentiated approaches ranging from in-class support and targeted questioning to use of specific instruments or complexity of techniques, tailored next steps and enrichment activities. For those who have fallen behind, the curriculum overview enables staff to 'track back' through related objectives in order to offer children access to the curriculum at their own relevant stage when necessary. For those who are more confident in this area, experiences to broaden and deepen their understanding and skills are offered rather than progressing on to the next year group's objectives.

Implementation

Subject Knowledge and the Monitoring Cycle

To ensure that our music curriculum is effective and meeting our intended outcomes, we have a comprehensive approach to monitoring. We regularly gather feedback from pupils on their experience of the curriculum, and use this to identify areas of strength and areas for improvement. We provide regular opportunities for pupils to showcase their musical skills and talents through performances at school events and in the wider community, which not only serve as a measure of the impact of our music curriculum but also help to build pupils' confidence and self-esteem. We also measure and evidence the impact of the curriculum through ongoing assessment and evaluation by Junior Jam, and monitoring by our school's music coordinator.

Our music curriculum is comprised of core subjects and instrumentation courses, which have been developed to contain the curriculum links and foundational knowledge. Through our curriculum, pupils learn about key elements such as pitch, dynamics, vocal health, and breathing, and explore the fundamentals of music using keyboards and glockenspiels.

The annual audit of Music, as well as the on-going monitoring cycle, helps to identify any areas of development which may present themselves. These are then fed back into the School

Improvement Plan with time allocated accordingly to rectify the situation. During this process, current resources are evaluated and updated so our children are provided with high-quality equipment which allows them to work practically and with increasing accuracy.

Specific time is also allocated to Music during Governors meetings, SLT meetings and staff meetings in order to, amongst other things, present situation reports, monitor outcomes and planning and provide CPD training accordingly. The subject leader monitors annually in a wide range of ways, including: book looks, planning looks, lesson observations and pupil voice. Assessment data is collected three times a year and fed back into improving outcomes by the subject leader.

Overall, our music curriculum has a positive impact on pupils' musical understanding, skills, and confidence, and we are committed to continually evaluating and improving the curriculum to ensure that it meets the needs of all our pupils.

Planning and Progression

All planning outlines the knowledge, skills and understanding expected for each objective covered, as well as when opportunities to practice the Seven Skills of the Steward will take place and how to make the learning memorable, meaningful and motivating. To ensure that our music curriculum is progressive from year group to year group, we have written lesson plans that are targeted at specific year groups. This is consistent across KS1 and KS2 with EYFS incorporating the same elements but in a slightly different format. Children in EYFS are given a wide variety of opportunities to develop their knowledge and skills in adult-led and continuous provision. There is coherent progression to planning, and learning follows the sequence of performing; listening and reviewing; creating and composing; understanding and exploring and inter-related dimensions (pitch/timbre etc). Vocabulary specific to Music is planned into topics so as to be taught and used by children independently and with understanding.

Incorporating Stakeholders

Pupil voice is used regularly in order to tailor the learning accordingly and formative assessment is used throughout any topic to inform immediate next steps as well as future learning. Parents are informed of their child's attainment in Music in end-of-year reports and are also encouraged to be involved in their child's learning, for example, during topic homework activities and end-of-topic showcases.

Impact

The Junior Jam curriculum in Music has been created so the objectives are carried out within stimulating topics which often link up children's learning from different areas in order to help them see the relevance of what they are doing, making their experiences meaningful and therefore motivating and ultimately memorable. To this end, we aim to enable our children to develop a love for and proficiency in their learning of Music and the myriad ways it can enhance our experience of the world around us.

In age-appropriate ways, as previously mentioned, children: listen and review; understand and explore; create and compose; and perform (using inter-related dimensions). The impact of the

progression within a topic is perhaps most easily seen during end of topic performances, where children combine the elements they will have been working on in the preceding weeks and lessons – the culmination of the progression of learning evident in the end of topic performances.

Outcomes are assessed in relation to the National Curriculum descriptors during and at the end of topics, with summative levels being given at the end of each term for each individual child. The subject leader analyses this (and other forms of data such as observations; videos; and planning) and feeds back successes and areas for development into the normal school improvement cycle, including feeding back to governors. Children's work is moderated internally, as well as externally through cluster subject leader sessions.

We anticipate that the impact of the intent and implementation of our Music curriculum would lead to the vast majority of children achieving age-related expectations by the end of their year group and relevant key stage. We also aspire to have inspired a proficiency in and love of Music that will last a lifetime!

N.Duffy

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