

# St Thomas More Catholic Primary School Curriculum Statement Music

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> <li>• Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.</li> </ul>	<p><b>Our typical teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Wonder Wall opportunities</li> <li>• Practical demonstrations</li> <li>• Scaffolding ideas to further thinking</li> <li>• Use of models to aid visual learning</li> <li>• Links to real life and variety of cultures</li> <li>• Time to rehearse</li> <li>• Assessing through practical learning</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• Enthusiasm for music learning.</li> <li>• Clear understanding of what is being taught.</li> <li>• Evidence of practical learning.</li> <li>• A developed sense of curiosity about music and its place in the world.</li> <li>• A wide range of appropriate vocabulary which supports and extends pupils' understanding.</li> <li>• Confidence in discussing music, their own work, and identifying strengths and areas for development.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of skills is in place which supports pupils in knowing more about the world around them.</li> <li>• To maintain and prepare provision of musical instrument and equipment.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide quality instruments suitable to support learning effectively.</li> <li>• Display good quality examples that introduce and enhance the musical theme.</li> <li>• Be well-organised so that resources allow for small group and whole class sessions.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have opportunities for practice and refinement of skills, through access to the music resources.</li> <li>• An engaging and varied curriculum which develops a range of theory and practical skills.</li> <li>• Clear progression of skills in line with expectations set out in the progression document.</li> <li>• Pupils, over time, develop a range of skills and techniques across all areas of the music curriculum.</li> </ul>
<p><b>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a musician because they know how to be successful.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays and on the spot recognition.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Ensure assessment is completed fairly, accurately and in a timely fashion, to ensure that all pupils</li> </ul>

<ul style="list-style-type: none"><li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the same opportunity.</li><li>• Attend all relevant training to ensure that they continually strive to deliver the very best music teaching.</li></ul>	<ul style="list-style-type: none"><li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive.</li><li>• In possession of musical skills, knowledge and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li></ul>	<p>continue to be challenged and supported as they need.</p> <ul style="list-style-type: none"><li>• Identify areas for further staff development through regular monitoring and provide ongoing professional development to ensure excellence in practice.</li></ul>
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