

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 take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Big picture: Look at and recap previous knowledge/skills that are relevant to the new learning. • Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work. • Consistent opportunities to listen to and appraise a wide variety of musical genres. • Consistent opportunities to perform, using voices and a wide variety of musical instruments. • Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition. • Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of musicians at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing music, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as musicians. • Ensure an appropriate progression of music skills and knowledge is in place over time so 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include, actual pieces of work and known musicians, and carefully chosen vocabulary, which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Pupils have had opportunities for practice and refinement of skills. • <input type="checkbox"/> A varied and engaging curriculum which develops a range of musical skills. • <input type="checkbox"/> Developed and final pieces of work which showcase the skills learned.

<p>that pupils are supported to be the best musicians they can be, and challenge teachers to support struggling musicians and extend more competent ones.</p> <ul style="list-style-type: none"> • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify musicians who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current music research and subject development through an appropriate subject body or professional group. 		<ul style="list-style-type: none"> • <input type="checkbox"/> Clear progression of skills in line with expectations set out in the progression grids. • <input type="checkbox"/> That pupils, over time, develop a range of skills and techniques across all of the areas of the music curriculum.
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally, pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an mathematician because they know how to be successful. • Safe and happy in music lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop musical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.