



Music at St. Joseph's



At St. Joseph's we place a strong emphasis on providing a primary music curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educational experience of all pupils by providing opportunities for intellectual, social, and personal growth.

Intent

Music at St. Joseph's intends to 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 line with the National Curriculum Objectives for Music, our overall intent is 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.

Development Priorities:

- Embed music lessons across school and fill any gaps - ensuring children are working at age related expectations
- Introduce and develop skills in playing an instrument in KS2 - ukulele → guitar.
- Continue to develop staff CPD
- Develop a thematic approach
- Develop wider pupil interest and achievement
- Provide opportunities for the children to perform in music and to widen their cultural experiences.

Implementation

At St. Joseph's, our music curriculum is delivered in lessons that are taught once a week by a specialist music teacher from side by side art.

Our curriculum is centred around ensuring pupils have the opportunity to sing, listen, play, perform and evaluate. This is embedded in classroom lessons and activities as well as weekly singing in collective worship and assemblies, and also through the learning of instruments.

The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They also have an opportunity to develop an understanding of pulse, rhythm and notation. Children learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing is also part of the curriculum, and children are encouraged to work either independently or together to do this.

It is recognised that pupils have different musical abilities and we employ a variety of teaching styles to support all children. They work in mixed ability small or large groups, in pairs and as individuals to enable them to support each other in their own learning, progression and development.

Impact

Throughout their journey at St. Joseph's, children are given the opportunity to be enthused and engaged in the wide variety of musical activities and experiences. They have opportunities to enable them to create and develop their own musical journey at school, which allows them to discover areas of strength, as well as areas they might like to improve upon. It also enables them to access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies. We encourage that they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Strengths:

- Ambitious curriculum which starts in EYFS - developing skills and vocabulary
- Same ambition for SEND as for Non SEND- children scaffolded and supported to keep up with peers
- Recent introduction of specialised teacher delivers weekly lessons
- Discrete music lessons - lesson continuity through whole school
- Staff observe the teaching of music to develop their own CPD
- Regular whole school singing practise, with a focus on hymns
- Weekly choir club, led by our specialised music teacher
- Peripatetic music teachers who teach piano, violin and guitar to children from Y2-Y6 in private tuition lessons
- Children are enjoying music lessons and showing more enthusiasm



What drives our Music Curriculum?



At St. Joseph's we place a strong emphasis on providing a primary music curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educa-

Faith in Music

Our curriculum helps pupils to develop a deep understanding of their faith and how it informs their lives and interactions with others.

Music plays a key part of our Catholic life at St. Joseph's, enhancing the spiritual experience for all. In lessons, we promote core values such as teamwork, cooperation and supportive partnerships, where we encourage children to be compassionate towards others, showing tolerance through providing positive but constructive feedback. Children are also encouraged to show patience and self-discipline during group rehearsals and performances.

Children are supported to grow in confidence in music, viewing themselves as God's creations and fulfilling their potential.

Equality and Diversity

Our curriculum ensures that every student has access to a high-quality education regardless of their background or abilities. We reflect the diverse needs and interests of our pupils, providing a level playing field for all to succeed.

Our Music curriculum is ambitious for all of our children. It enables children to explore their place in the world by listening to music from a range of cultures and time periods, and by embracing and celebrating diversity. All children access this regardless of additional need, disadvantage or social circumstance. Where needed, children receive carefully planned intervention or scaffold and a variety of teaching styles are employed so that they access the music curriculum fully.

In designing our English curriculum, we have carefully considered the texts we use so that every child

Enrichment in Music

We believe that pupils should be challenged and inspired in their learning. Our curriculum offers a range of extra-curricular activities and opportunities for pupils to explore their passions and interests, fostering creativity and critical thinking.

Enrichment in music is centred around building self-esteem and self confidence to enable children to believe they can do whatever they desire. This might be playing an instrument or engaging in singing, which may then lead to taking part in a higher level of performance in their future.

Activities are carefully planned to ensure that children become passionate about music. We provide opportunities for the enrichment of music through our Christmas performances, carol services,

Learning for Life

We aim to prepare pupils for the challenges and opportunities of the future. Our curriculum provides pupils with the skills, knowledge, and attitudes needed to succeed in a rapidly changing world, fostering independence, creativity, and critical thinking.

Music at St. Joseph's helps children to develop their learning for life skills, such as resilience and collaboration, when working on their musical compositions. It recognises the positive effect that music can have on individuals and the part it can play in maintaining the healthy body and healthy mind, as well as physical health through movement in response.

The knowledge and skills children develop and the opportunities they are provided with, through our music curriculum ensure that they are fully equipped for the next stage of their education. We want every one of our children to develop a love of music that is lifelong and ensures that they continue to learn, enjoy and embrace music throughout their lives.

Oracy in English

Our curriculum provides pupils with opportunities to develop their speaking, listening and eloquence to raise aspirations and prepare them for a lifetime of confident and effective communication.

St. Joseph's music curriculum enriches children's language and oracy by introducing them to new subject-specific vocabulary and encourages them to express their views and opinions on both their own compositions, and that of other musicians and composers. Children will learn to communicate through singing and to use their voices to create and compose their own music. Children will be encouraged to perform, listen to, review and evaluate music across a range of historical periods, genres and styles.

Teachers skilfully plan opportunities to model oracy in music lessons and empower children to confidently take part in discussions.



St Joseph's Catholic Primary School - Music Curriculum Coverage



At St. Joseph's we place a strong emphasis on providing a primary music curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educational experience of all pupils by providing opportunities for intellectual, social, and personal growth.

Yr	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<ul style="list-style-type: none"> -Listen to a song and describe if it is happy or sad -Understand the difference between a high-pitched and a low-pitched sound -Name an animal that makes a high-pitched and a low-pitched sound -Identify getting higher or lower in pitch -Sing a song through call and response -Sing well known nursery rhymes -Sing songs using high and low actions -Copy hand action songs -Mark the pulse of pieces using body percussion 	<ul style="list-style-type: none"> -Listen to a song a describe a picture that it paints -Clap a rhythm that has a slow or a fast tempo -Differentiate between different tempi -Replicate through movement different tempi by listening to a song -Sing a Christmas song -Sing songs faster and also slower -Sing songs which speed up and slow down -Perform actions to songs -Mark the beat by clapping and tapping -Clap a beat at faster and slower tempi -Tap a beat using percussion instruments 	<ul style="list-style-type: none"> -Identify simple instruments such as piano, guitar, flute, etc -Describe sounds of different dynamics -Name items that would make different dynamic ranges -Identify getting louder and getting quieter -Sing songs as smaller groups using call and response -Sing songs which use different dynamics -Copy a simple rhythm through call and response -Follow a leader using percussion instruments 	<ul style="list-style-type: none"> -Describe if you like or don't like a song and reasons why -Describe difference in types of sounds, e.g. bouncy, smooth -Move to different sounds -Sing songs that incorporate different timbre -Sing a song in canon -Create a simple rhythm through clapping using long and short sounds 	<ul style="list-style-type: none"> -Describe mood and sound of a piece of music incorporating tempo, pitch, dynamics, and timbre -Combination of two elements of the above -Sing songs combining above elements -Create a simple rhythm using loud and quite claps 	<ul style="list-style-type: none"> -Listen to and appraise a piece of music describing the feeling and emotion. -Differentiate between different pitches, tempo, dynamics, and timbre -Confidently sing songs as a whole class and smaller groups -Create a simple rhythm incorporating all aspects of theory learnt
1	<ul style="list-style-type: none"> -Note Values -Introduction to music appraisal focusing on emotion and feeling -Class singing and 'chanting' in unison -Basic vocal warmups and games 	<ul style="list-style-type: none"> -Composing rhythms using different note values -Singing in 'rounds' as a class exploring techniques such as call and response -Different instruments of the orchestra and their groups e.g., strings -Appraise a range of music 	<ul style="list-style-type: none"> -Music history - classical (1600 - 1940) -Musical appraisal focused on identifying instruments -Labelling and identifying an orchestra 	<ul style="list-style-type: none"> -Music Appraisal - identifying classical and popular music -Performance using a variety of percussion instruments 	<ul style="list-style-type: none"> -Compose rhythms to perform on percussion instruments -Appraise music focusing on instruments, Classical/popular and emotion 	<ul style="list-style-type: none"> -Assessment on yearly content -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
2	<ul style="list-style-type: none"> -Recap note values and introduce time signature and bar lines -Appraise a wide range of classical and popular music -Singing in rounds - splitting the class singing in canon with one another 	<ul style="list-style-type: none"> -Compose rhythms using common time signature and bar lines -Different styles of popular music drawing comparison to classical music -Understand what picture painting is and how a piece of music and create an image -Appraise classical music 	<ul style="list-style-type: none"> -Appraise a variety of popular music genres -Identify tempo/pulse when appraising music -Recap music history - classical 	<ul style="list-style-type: none"> -Perform composed rhythms on percussion instruments using time signature and bar lines -Music history on percussion instruments 	<ul style="list-style-type: none"> -Sing a wide range of repertoire -Accurately draw music notation e.g., crotchet, time signature -Appraise a range of classical and popular music commenting on picture painting - link to art 	<ul style="list-style-type: none"> -Assessment on yearly content against KS1 National Curriculum objectives -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
3	<ul style="list-style-type: none"> -Recap classical and popular music -Baroque period including composers, dates, musical features and instruments -Appraise a range of baroque music 	<ul style="list-style-type: none"> -Classical period including composers, dates, musical features and instruments -Perform using boom whackers following rhythmic notation -Appraise a range of classical music 	<ul style="list-style-type: none"> -Classical vs Baroque appraisal -Musical terms such as dynamics, ensemble -Instruments of the Orchestra -Identify instruments groups -Timbre 	<ul style="list-style-type: none"> -Recap musical notes and time signature -Introduce treble clef and notation -Perform using Boom Whackers -Romantic period including composers, dates, musical features and instruments 	<ul style="list-style-type: none"> -Composition in treble clef using stave, clef, bar lines -Accurately draw musical calligraphy -Appraise Baroque vs Classical vs Romantic -Appraise instruments, Timbre, style and period 	<ul style="list-style-type: none"> -Assessment on yearly content -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
4	<ul style="list-style-type: none"> -Recap Baroque, Classical and Romanic periods including composers, dates, musical features and instruments -Recap Treble clef notation and introduce bass clef notation -Appraise a wide range of classical and popular music 	<ul style="list-style-type: none"> -Renaissance period including composers, dates, musical features and instruments -Perform using Glockenspiel following notation off a stave -Appraise a range of Renaissance music 	<ul style="list-style-type: none"> -Modern period including composers, dates, musical features and instruments -Texture 	<ul style="list-style-type: none"> -Appraise Renaissance vs Modern -Compose a melody in bass clef to perform on Glockenspiel 	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Accurately draw musical calligraphy -Appraise instruments, Texture, style and period -Harmony and the theory underpinning it 	<ul style="list-style-type: none"> -Assessment on yearly content -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
5	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Recap Treble and Bass clef notation and calligraphy -Tonality and introduction to triads -Introduction to recorder 	<ul style="list-style-type: none"> -Recap instruments of the orchestra -Appraise a range of popular music genres and subgenres -Music history - popular music genre -Perform a range of repertoire on recorder 	<ul style="list-style-type: none"> -Compose a melody in bass or treble clef to perform on recorder -Appraise a wide range of music both classical and popular 	<ul style="list-style-type: none"> -Harmonise and add triads to composition -Perform Recorder as a class developing technique -Sub-Genre 	<ul style="list-style-type: none"> -Jazz, Blue and Ragtime -Appraise these styles of music -Development of Blues and Jazz instruments -Recap theory covered so far 	<ul style="list-style-type: none"> -Assessment on yearly content -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance on recorder
6	<ul style="list-style-type: none"> -Read scores in treble and bass clef identifying musical features such as dynamics, tempo -Appraise a full range of music spanning from Renaissance to present day -First world tradition module 	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Extended harmony 	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Second world tradition -Recorder performance 	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Classical music recap -Composition with instrument of choice 	<ul style="list-style-type: none"> -Appraise a full range of music spanning from Renaissance to present day -Third world tradition -Composition with instrument of choice 	<ul style="list-style-type: none"> -Assessment on yearly content and KS2 National Curriculum objectives -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance