St Margaret Mary’s Curriculum Statement

# We try to follow Jesus in everything we do.

**Why is music important at St Margaret Mary’s?**

**Music (Based on Oldham Music Service) Intent**

Introducing children to the joy of music is at the heart of what we do. Pupils from all backgrounds will have access to sustained musical opportunities through regular classroom work and music-making for all, complemented by additional tuition, partnerships and extra-curricular activities. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. Additionally, we offer bespoke music-based intervention programmes for children with SEND.

Children will gain a firm understanding of what music is though listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to ensuring that children understand the value and importance of music to their own and others’ lives and wellbeing and also the impact music has in the wider community.

We provide children with the opportunity to progress to the next level of their creative excellence through both school and Music Centre activities.

# Implementation

Our “Curriculum & Progression Framework” is carefully planned to ensure that musical learning is sequenced, enabling children to develop and build upon their musical skills and knowledge from EYFS through to Year 6. Children sing, listen to, compose, perform and evaluate music from a wide range of musical genres, historical periods, styles, genres and traditions. Oldham Music Service teachers plan and deliver bespoke, individualised music lessons to children.

Singing is firmly embedded within our curriculum as the voice is everyone’s first instrument and one that everyone can play. It’s the most straightforward way to learn and internalise music and to develop musicianship skills. Through unaccompanied singing, a child can begin to acquire skills essential to all musicians: musical memory, inner hearing, true intonation and harmonic awareness.

Sound is the focus of our music curriculum - developing children’s aural skills through constantly modelling and introducing notation only after children have developed the ability to hear and repeat the sounds.

In some schools, we teach class Music from EYFS through to Year 6 and in others we teach each class on a carousel system throughout the year. In all cases, lessons are carefully planned so that through singing, using tuned and un- tuned percussion instruments and body percussion children deepen their knowledge and understanding of and skills within music.

We encourage and, in some schools, deliver whole-school singing assemblies. We provide regular performance opportunities in school concerts, celebration assemblies and through our Oldham Music Service events which include: The Oldham Schools’ Music Festival, Oldham’s Biggest Band Day, the GM Music Hub Singing Challenge and The GM Music Hub EYFS/Y1 Traditional Tales interactive performance.

Many Oldham schools subscribe to the Whole Class Instrumental Tuition (WCIT) programme. This year-long programme aims to ensure that every child is given an opportunity to play a musical instrument. According to research, learning in this type of environment gives children more confidence and higher self-esteem. Specialist teachers work alongside class teachers, ensuring that every child can experience enjoyment and success from the very earliest stages of musical learning. Our continuation programme, “Ongoing Opportunities (OOPS), offers children and young people the chance to progress and provide a deeper understanding of the instrument, developing a lifelong love of music. OOPS builds upon the performance skills, creativity, aural awareness and social skills gained through WCIT and is often a stepping stone to our small-group tuition.

Ensuring that teachers have good subject knowledge in an area which is often outside their area of expertise is a focus of our high-quality CPD programme. We sign-post schools to resources and events which support both the music and wider curriculum. The Primary Music Network is central to our CPD offer. As a leading organisation with the Greater Manchester Music Hub (GMMH), we are able to draw upon expertise from further afield and provide an enhanced service to our schools so support them in implementing an outstanding music curriculum.

# Impact

Children have access to a variety of musical experiences which allows them to discover areas of strength, as well as areas which they might like to improve upon. Children are able to enjoy music as listeners, creators and performers. They can dissect music and comprehend its parts.

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self- reflection. Music will also develop an understanding of culture and history.

Children will be able to join extra-curricular ensembles and choirs within school, many of which are led by our team of peripatetic teachers.

The Oldham Music Centre is recognised nationally as a centre of excellence. As soon as a pupil is ready for one of the elementary or junior groups, they are invited to enroll. They then move through the groups according to personal progress and ability. Membership of the Oldham Music Centre provides children and young people with musical opportunities beyond those which schools are able to offer.

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| **G:\badge.jfifImage result for images for gospel valuesSt Margaret Mary’s - Music Curriculum Overview 2023-24** |
|   | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| Nursery | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking |
| Reception | All About MeAutumn | FireworksJungle AnimalsChristmas | Gingerbread Man | Spring Animals | Growing Things | Summer |
| Year 1 | Copy Me | Dinosaurs/Zog/Castles & dragons | Jack and theBeanstalk | Growing Things  | Minibeasts & Gardens  | Super Summer |
| Year 2 | Rhythmic Notation | AnimalsChristmas | Pitch Notation | BBC music lesson plans |  |  |
| Year 3 | Earth by Hans ZimmerFortnightly singing assembly | Trumpet Concerto by Joseph HaydnChristmas CarolsFortnightly singing assembly | Fortnightly singing assembly  | Rhythm reading &Pitch (glockenspiels)Fortnightly singing assembly Easter Liturgy | Opera: Hansel & GretelFortnightly singing assembly | Bamboo TambooFortnightly singing assembly |
| Year 4 | ClarinetsFortnightly singing assembly | ClarinetsChristmas CarolsFortnightly singing assembly | ClarinetsFortnightly singing assembly | ClarinetsFortnightly singing assembly Easter Liturgy | ClarinetsFortnightly singing assembly | ClarinetsFortnightly singing assembly |
| Year 5 | BBC Ten Pieces: Anna MeredithFortnightly singing assembly | Garage Band (iPads)Christmas CarolsFortnightly singing assembly | Fortnightly singing assembly | SambaFortnightly singing assemblyEaster Liturgy | Ukulele: Chords C, F, G, AmFortnightly singing assembly | Ukulele: Chords DmFortnightly singing assembly |
| Year 6 | Jazz, Scat, improvisation12 bar bluesFortnightly singing assembly | ChristmasChristmas CarolsFortnightly singing assembly | Chrome Music LabFortnightly singing assembly | Fortnightly singing assembly Easter Liturgy | Fortnightly singing assembly | Year 6 Leavers’ Assembly |

Skill Progression in Music

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| **Educational Programme**The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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. |
| **ELG 17 – Being Imaginative** |
| - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music |
| **Purpose** 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. |
| KS1Pupils should be taught to:* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
 | KS2Pupils should be taught to:* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
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|  | **Pre-school** | **Nursery** | **Reception** | **Links to KS1** |
| **Music** | * Creates sounds by rubbing, shaking, tapping, striking or blowing
* Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow*
 | * Enjoys listening to music
* *Talks about how music makes them feel (NR)*
* Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle…)
* *Begins to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)*
* *Plays a given instrument to a simple beat*
* Taps out simple repeated rhythms
* Explores and learns how sounds and movement can be changed
 | * Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’
* Selects own instruments and plays them in time to music.
* Can change the tempo and dynamics whilst playing
* Knows how to use a wide variety of instruments.
* Beginning to write own compositions using symbols, pictures or patterns
* Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
 | -Begins to play an instrument, gradually changing its pace e.g fast and slow-Begins to play an instrument, gradually changing its speed e.g fast to slow-Can create a beat of their own and begin to continue it-Begins to use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| **Singing and dancing** | * May have some favourite songs and/or rhymes and may move in response to them them
* Joins in singing songs
 | * Responds to music by singing and/or movement
* Copies basic actions
* Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
* *Learns short routines, beginning to match pace (NR)*
* Watches dances and performances
* Knows some words when singing
* Sings in a small group
* *Sings in a group, trying to keep in time*
 | * Learns longer dance routines, matching pace
* Watch and talk about dance and performance art, expressing their feelings and responses
* Replicates dances and performances
* Sings in a group, matching pitch and following melody
* Sings by themselves, matching pitch and following melody
* Begins to build a collection of songs and dances
 | -Can dance in time to a simple rhythm |
| **Year**  | **KS1** | **LKS2** | **Year 5** | **Year 6** |
| **Duration (Pulse & Rhythm)** | I can copy a short rhythmI can find the pulse of a piece of music.I can clap the pulse | I can understand the difference between pulse and rhythmI can play a simple rhythm on a percussion instrumentI can choose and maintain an appropriate pulse | I can maintain a complex rhythmic pattern vocally or on an instrument | I can maintain ostinato vocally or on an instrument in a polyphonic texture |
| I can beat the pulse of a piece of music.I can choose and maintain an appropriate pulseI can identify the difference between pulse and rhythmI can play the pulse on a percussion instrument.I can internalise a steady pulse (e.g. “sing” short extracts “in your head”) | I can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse |
| **Pitch** | I can respond physically to high and low soundsI can copy a short melodic phrase (on tuned percussion or using their voice) | I can memorise and perform an extended melody | I can maintain a complex melody vocally or on an instrumentUnderstand, recognise and describe how pitch changes can be used to convey a character, story or image | I can maintain a complex melodic part in a 2-part texture |
| I know that Pitch means “high and low”I can identify high and low sounds when listening to a piece of recorded musicI can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs) | I can maintain a simple melody vocally or on an instrument, keeping to the pulseI can recognise how pitch changes can be used to convey a character, story or image |
| **Dynamics** | I can create crescendo and diminuendo vocally and instrumentallyI can play and sing loudly and quietly | I can thoughtfully select appropriate dynamics to create a specific effect/mood/ atmosphere | I can confidently and appropriately make use of dynamics when composing and performing | I can refine the use of dynamics in my own workI can describe the use of dynamics in others’ work and suggest refinements |
| I can define crescendo, diminuendo, forte and pianoI can recognise crescendo, diminuendo, forte and piano when listening and performing | I can begin to use the Italian symbols for dynamics in their own compositions |
| **Tempo** | I can create accelerando and rallentando vocally and instrumentallyI can play and sing fast and slowly | I can thoughtfully select appropriate tempi to create a specific effect/ mood/ atmosphere | I can confidently and appropriately make use of tempi when composing and performing | I can refine the use of tempi in my own workI can describe the use of tempi in others’ work and suggest refinements |
| I can define accelerando, rallentandoI can recognise accelerando, rallentando, allegro and lento when listening and performing | I can begin to use the Italian symbols for tempi in my own compositions |
| **Texture** | I have experienced a range of texturesI can recognise obvious differences in textures (e.g. unison and 2-part) | I can experiment with layers of sound in my own compositions | I can combine several layers of sound with awareness of the combined effect | I can maintain a part within a polyphonic textureI know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music |
| I have explored a range of textures vocally, instrumentally and aurallyI can define canon/round and unison textures | I can perform individually and in a multi-part textureI can compose using more than one layer of sound |
| **Timbre** | I can name common hand-held percussion instruments and recognise their sounds aurallyI can explore appropriate instruments to create a musical idea | I can recognise the different instrumental families when listening to a piece of live or recorded musicI can recognise how instruments can be used to create different moods and effects | I can confidently and appropriately make use of different timbres when composing and performing | I can accurately name common individual instruments when listening to a piece of musicI can refine the use of timbres in my own workI can describe the use of timbres in others’ work and suggest refinements |
| I can name a wider range of musical instrumentsI can choose appropriate instruments to create a musical idea | I can begin to recognise the individual instruments within a familyI can use instruments to create different moods and effects |
| **Structure** | I have experienced a range of structures through simple songs and musical activities | I can choose carefully and order sounds within simple structures | I can compose and perform using a range of structures and identify these aurally | I can compose by developing and organising ideas within musical structures |
| I have explored a range of structures in my own work | I can compose and perform within specific structures (e.g. call and response, ternary form) |
| **Performing** | I can perform simple songs from memoryI can perform to an audience with confidence and a sense of occasion | I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble pieceI can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. |
| I can play tuned and untuned instruments musicallyI can rehearse and perform with others | I can develop sensitivity in playing/singing (e.g. replicate block dynamics)I can play a simple melodic pattern based on a couple of notes |
| **Composing and Improvising** | I can experiment with, create, select and combine sounds using the inter-related dimensions of musicI can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts | I can improvise and compose music for a range of purposes using the inter-related dimensions of music | I can improvise and compose music for a range of purposes using the inter-related dimensions of musicI can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) | I can improvise and compose music for a range of purposes using the inter- related dimensions of musicI can improvise confidently vocally and with instruments from a range of given and chosen stimuli |
| I can improvise and compose music for a range of purposes using the inter- related dimensions of musicI can create simple rhythmic patterns, melodies and accompanimentsI can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non- musical stimuli |
| **Listening and Appraising** | I can begin to explore using my “thinking voice”I can listen to a variety of music from a range of cultures, traditions and historical periods. | I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansI can listen with attention to detail and recall sounds with increasing aural memoryI can recognise how musical elements are combined and used expressively. | I can listen with attention to detail and recall sounds with increasing aural memoryI can make improvements to my own work, commenting on intended effect using appropriate musical vocabularyI can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | I can listen with attention to detail and recall sounds with increasing aural memoryI can suggest improvements to my own and others’ work, comment on how intentions have been achievedI can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansI can describe, compare and evaluate different kinds of music using appropriate vocabularyI know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music. |
| I can listen carefully and develop their aural memoryI can express an opinion after listening to a piece of live or recorded musicI can listen with concentration and understanding to a range of high-quality live and recorded musicI can improve my own workI can recognise how musical elements can be used to create different moods and effects | I can listen with attention to detail and recall sounds with increasing aural memoryI can make improvements to my own work, commenting on intended effectI can appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians |
| **Technology** | I have experienced use of Music Technology to capture, change and combine sounds. | I can explore and develop use of Music Technology to capture, change and combine sounds. | I can combine layers of sound using Music Technology software (e.g. Garage Band, Audacity) | I can edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity) |
| I can use a simple device to record a performance |
| **Vocal Skills** | I know how to use my voice in different waysI have found my singing voiceI can sing collectively at the same pitchI can use my voice expressively and creatively by singing songs and speaking chants and rhymes | I have developed an understanding of breathing, posture, phrasing, dynamics and accuracy of pitchI can sing in tune with expression | I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expressionI can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style |
| I can use my voice expressively and creatively by singing songs and speaking chants and rhymesI can accurately pitch simple melodiesI can pitch small intervals with a good degree of accuracy | I know how to improve tone production and diction (vocal techniques)I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing |
| **Notation** | I can respond to simple visual cues (e.g. stop, go, loud, quiet)I can recognise crotchet, quaver and minim rhythmsI am beginning to read notation for and clap/tap a 4- beat pattern (e.g. from a flashcard)I am beginning to recognise crotchet, quaver and minim rhythms | I have experienced the use of staff notation when composing and performingI can confidently recognise crotchet, quaver and minim rhythmsI can confidently read notation for and clap/tap a 4- beat pattern (e.g. from a flashcard) | I can follow a notated melody line as an aid to vocal performance | I can use notation with increasing confidence |
| I can use a simple graphic score for performing or as a stimulus for compositionI can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notationsI can recognise crotchet, quaver and minim rhythms | I understand how pitch is represented on a stave |

**What Music looks like at St Margaret Mary’s**

**What a music lesson looks like at our school:**

**Planning:**

The music specialist provides medium and short term planning for each year group and half term. Plans are shared with staff using the YUMU platform and are available for teachers to review before the lesson so they are clear on the focus for each lesson and the skills and knowledge being taught. The medium term planning consists of the learning outcomes (related to Oldham Music Service Curriculum and Progression Framework), assessment opportunities and criteria, key vocabulary and cross-curriculum links where appropriate. Short term plans outline the learning objectives, the intended activities and the relevant resources.

**Teaching:**

Music is taught by a music specialist to children from Nursery to Year 6. The amount of provision can vary but the minimum each class will receive is three half terms. The children receive 30 minutes of curriculum music and an additional 30 minutes of singing during the fortnightly singing assemblies. Singing assemblies are split into KS2 one week and KS1 and EYFS the other week. This is to allow the children to learn and sing songs that are age appropriate and develop the skills they require. Class teachers support the music specialist during the sessions to support them with their own CPD and develop the knowledge and skills to teach high quality music lessons in the future. Year 4 receive instrument tuition (WCIT) on a weekly basis for the whole year to develop the knowledge and skills they need to learn to play the clarinet. This is taught by a music specialist and each session lasts for 45 minutes.

**Displays:**

There is a whole school music display which celebrates the children’s learning from their music lessons. The display consists of photographs from the children’s music lessons and a brief explanation to explain what the children have been learning. There is also a music display in the hall to refer to specific vocabulary used in each lesson.

**Assessment:**

The children’s learning in music is assessed using formative assessments. The music specialist leads the assessment with the support of the class teacher. Formative assessment is used to inform future planning, differentiation and support and challenge. The children’s progress is monitored using the music assessment framework and includes five key areas: singing, playing, improvising and composing, listening, notation and use of technology. The assessment is split into EYFS, KS1, LKS2 and UKS2. Class teachers use videoing, photographs, pupil voice and key vocabulary as a way of monitoring the coverage and progress of their music lessons. This allows the subject leader to monitor the coverage, standards and progress of each year group.

**Inclusion:**

Music is planned for according to the individual needs of the children – in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the music curriculum including:

* Ensuring familiarity with instruments
* The use of small steps during practical tasks
* Differentiated tasks that are adapted to meet the needs of pupils
* Additional adult support to ensure the development of skills
* Suitable resources that support learning and allow full participation

**Monitoring:**

Music is monitored by recording videos in lessons to track skills progression throughout the year. The subject leader uses this to look at the outcomes from each half term and identify the learning and understanding taking place and establish the impact of the teaching. The subject leader also uses lesson drop-ins to review the provision from the outside provider to ensure consist and high quality teaching and learning for all of our children.

**Parents:**

We encourage all parents and carers to attend school events such as choir performances, end of year production, class performances instrument concerts and liturgical events. We share information regarding The Oldham Music Service and further opportunities for the children to take part in. Parents are provided with updates through the school website, Twitter and the weekly newsletter that provide a snapshot of the children’s learning. At the end of the academic year, parents are provided with an update on the children’s attainment in music and comments relating to the children’s music learning.

**How do we know our children have made progress?**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study and the skills progression document. Children develop their knowledge of genres, composers and musical pieces through a range of activities. Pupils demonstrate their knowledge and understanding of music through performances and celebrations of achievements. Children understand the significance of music to everyday life and can associate music to different periods of history and traditions.