

St Joseph's Catholic Primary School



Music Rationale

At St. Joseph's Catholic Primary School, our children are MUSICIANS!

INTENT

We want our children to love music. We want them to have no limits to what their ambitions are and grow up wanting to be performers, music producers, songwriters, composers or rockstars!

Our vision, at St Joseph's Catholic Primary School, is to give children access to an engaging, bespoke and fun music curriculum reflecting the world they live in now, but at the same time giving them access to musical styles throughout history. Children are able to listen and appraise a variety of musical styles alongside performing pieces and creating their own compositions through the use of technology. To achieve this all children are able to access a variety of musical games, songs, instruments, music workshops, and extra - curricular activities giving them practical hands on experience.

We hope children continue to grow in confidence as they progress through the bespoke musical curriculum and become passionate in their responses to music. Added to this we want children to become more independent learners within this area, reflect upon their learning and develop resilience within the musical world.

A singing culture will be established and nurtured within the school. Children and adults in the school will be encouraged to sing whenever appropriate to aid well-being and health as well as musical outcomes.

IMPLEMENTATION

All children have weekly music lessons. In KS1 and EYFS they follow our own school bespoke music curriculum.

The bespoke Music Curriculum for KS1 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. Skills are revisited and developed across the course of the year. Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in KS1 and children are encouraged to

- Talk about music making, identifying things that they enjoy or work well
- Follow instructions and listen to the suggestions of others
- Take turns

Children can:

- Learn to recognise pulse, matching movements to music
- Explore percussion instruments
- Perform simple instrumental accompaniments to familiar songs
- Explore how sounds can be produced in different ways using voices and instruments
- Sing simple songs, adding facial expressions and actions to enhance performance
- Recognise how composers using dynamics, tempo and timbre to reflect a character or theme
- Use song lyrics as a stimulus for a composition
- Compose short sound sequences to tell a story and perform them to each other
- Follow musical instructions and invent notation to represent sound sequences
- Learn to identify and describe pitch
- Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre
- Play simple listening games, identifying and copying simple pitch patterns
- Use a variety of tuned and untuned percussion instruments
- Compose simple sound effects to accompany sections of a story
- Compose pitch patterns and represent them using simple graphic notation
- Prepare songs for a class performance.

In Year 3 the children are introduced to the instrument the recorder. They are also introduced to formal notation. reading and scoring music, listening to a wide range of music from around the world, creating rhythm patterns, improvising and composing and performing. Children who play instruments outside of the classroom are encouraged to bring in instruments to play in lessons. Children focus on performance skills and develop a good knowledge of musical notation. Children develop a good knowledge of music terminology.

In Years 4 and 5 Music lessons are taught by a specialist music teacher and the children have a weekly lesson. This high quality music teaching incorporates instrumental tuition (recorder) reading and scoring music, listening to a wide range of music from around the world, creating rhythm patterns, improvising and composing and performing. Children who play instruments outside of the classroom are encouraged to bring in instruments to play in lessons. Children focus on performance skills and develop a good knowledge of musical notation. Children develop a good knowledge of music terminology.

In Year 6 the students use the Charanga curriculum as a basis to their lessons. The Charanga curriculum provides children with the opportunities to play in an ensemble using glockenspiels. Through the sparkyard curriculum the children can:

- Get creative with vocal and instrumental sounds, developing improvisation skills
- Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects.
- Learn about intervals through simple tuned percussion activities
- Explore how consonant and dissonant sounds in harmony can create moods and atmosphere
- Learn how composers use music to communicate characters, settings and moods,
- Learn about key features of musical theatre, identifying the role of actors, musicians, and audience!
- Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement.
- Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard

notations. • Develop their knowledge of song ingredients. • Learn how composers use the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by Ring Out The Bells and London Bells • Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. • Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.

IMPACT

By the time children leave St Joseph's, we expect our children to:

- Have a love and passion for music
- Instrumental skills
- Ability to read and write musical notation
- Have a good knowledge of the interrelated dimensions of music
- A knowledge of musical styles and cultures from around the world
- Children will therefore be expected to leave St Joseph's reaching at least age related expectations for Music. Our Music curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.