



Ss Peter and Paul Catholic Primary School

Music Curriculum

Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

OFSTED Research review series: Music

Intent

To enable our pupils to have a thirst for knowledge, a toolkit of skills which links all of the curriculum and an aspirational approach to the future, all of which are underpinned by Gospel Values.

At Ss Peter and Paul Catholic Primary pupils will learn that music is a universal language that embodies one of the highest forms of creativity. It is our intent that we make music an inspiring and enjoyable learning experience which develops the children's musical skills. We encourage children to participate in a variety of musical experiences through which to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat through performing on a range of musical instruments. By singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across different time periods, cultures and traditions. This supports children to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. The children learn to appreciate how music supports other areas of the curriculum such as dance and drama.

Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with confidence.

Implementation

At Ss Peter and Paul Catholic Primary our curriculum plan is based on the National Curriculum for Music as well as being guided by the Model Music Curriculum and the OFSTED research review into Music. Our curriculum has been written in conjunction with both Primary and Secondary colleagues in the Bishop Chadwick Catholic Educational Trust (BCCET).

We follow a whole school progression map which outlines the development of skills across the whole school. Each year group follows termly toolkits to guide their lesson planning and to ensure there is breadth and depth to the curriculum.



The interrelated dimensions of music weave through all of the termly units to encourage the development of musical skills as the learning progresses incrementally through singing, listening, composing and performing.

Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed. The Charanga scheme of work is used to support music teaching across the school.



Children receive 1 hour of music teaching per week, broken down into two shorter sessions where applicable. These sessions are delivered by either class teachers or our external provider, Tardis Education.



Children are offered the opportunity to study a musical instrument (clarinet and violin) with peripatetic teachers.



Our school also has whole class ensemble teaching in **Year 5** where children are taught the ukulele alongside their music lesson. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.



Our **Key Stage 2 Choir** rehearses weekly and performs regularly in school and at events in the local and wider community.



Impact

Through the explicit teaching of Music skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Music is monitored throughout all year groups using a variety of strategies such as sampling of recorded material stored in the shared drive, lesson observations and pupil interviews.

By the time children leave Ss Peter and Paul Catholic Primary School they will:

- Be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Be able to improvise and compose music for a range of purposes using the inter-related dimensions of music
- Be able to 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
- Have developed an understanding of the history of music

Curriculum Overview

Technical and Constructive					Expressive		
	Pulse	Rhythm	Melody	Active listening and appraising	Performing	Singing	Composition
1	Keep a steady pulse in a group and be able to pick out two different tempos in music.	2 bar repetition using crotchets, quavers and minims.	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids.	Identify features of a range of high quality and recorded music. Replicate basic rhythm heard.	Play basic rhythms on untuned percussion instruments and using body percussion. Repetition.	Sing simple folk tunes in unison both with and without accompaniment or backing tracks.	Improvise simple rhythms based on given stimuli (e.g. rhythm grids).
2	Keep a steady pulse in a group and solo with musical accompaniment, demonstrate at least 2 different time signatures (3/4 and 4/4)	2 bar repetition using crotchets, quavers and minims.	Sing back short melodies that use around 3 pitched notes. Perform four rhythms including crotchets and minims.	Identify where elements change. Replicate change in performance.	Play at least 2 bar phrases on untuned percussion and body percussion.	Sing simple song and folk songs in rounds accurately.	Repeat basic longer rhythms from memory. At least 2 bars. Add notations of rhythms.
3	Keep a steady pulse in a group and solo without musical accompaniment, demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos.	Crotchets, quavers, minims, semi-breves, rests.	Perform 3 notes from notation. Simple rhythms and rests.	Identify and describe musical features from different traditions. Sing/play back heard melodies.	Use tuned perc. Melodic instruments and the voice to perform 3 note melodies and simple rhythms.	Sing songs and folk rounds whilst accompanied by ensembles from the group.	Create basic 3 notes tunes. Simple rhythms. Crotchets, quavers, minims and rests.

4	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and sing different tempos with other pupils playing another instrument to accompany.	Synchronization Dotted rhythms 2/8, 3/8, 4/8 Tempo	3 notes or 4 chords	Compare pieces of music from different traditions (contain 2 or more different parts)	Perform up to 5 notes melodies (or up to 4 chords) and more complex rhythms	Sing pieces in 2 part that have contrasting melodies and counter-melodies with a range of 5 notes	<ul style="list-style-type: none"> • 5 notes • More developed rhythmic patterns up to 4 bars
5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	On an instrument Synchronization Dotted rhythms 2/8, 3/8, 4/8 2 tempi	3 – 8 notes (or 4 chords) Capture in different formats for recreation.	<ul style="list-style-type: none"> • Pick out and perform syncopated rhythms <p>Why music uses those types of rhythms.</p>	Perform 3 – 8 notes or chord (synchrisons) (up to 2 chords per bar) And more complex rhythms	3 – 8 note range. Follow the contour of the melody and react to changes in pitch. To perform in turn, accurately and with expression. Perform in 2 part harmony in contrasting parts.	<ul style="list-style-type: none"> • Between 3-8 notes • Up to 4 bar melodies • Different tempo and time signatures • Include synchronization
6	Independently perform 2/4 & 4/4 at varied tempos. Solo and in ensemble	<ul style="list-style-type: none"> • Performing on beat and syncopated rhythms within 2/4, 3/4 and 4/4 time signatures • Perform 4 bar phrases <p>Crotchets, quavers, rests, dotted.</p>	To perform using an octave fluently. Piece using repetition, mainly stepwise.	Recognise <ul style="list-style-type: none"> • 3 different tempos • key melody instruments, typical genres and instruments • styles of music • mood and emotion 	<ul style="list-style-type: none"> • Octave range • Perform with accuracy and expression • Solo and in ensemble • Respond to conductor • Different performance opportunities 	Singing musically within an octave and include extended harmony. Respond to the performance direction of the piece e.g phrasing	Expanded pieces of music, using 8 notes and a variety of rhythms, tempo and time signatures.
	Crotchets and equivalent rests.						