



MUSIC

Intent

Vision Statement:

In Music, we aim for all of our children to see themselves as musicians. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for music, recognising that the skills and knowledge they learn through music can be used to have a positive impact on God's world around them.

To be able to be a musician, children will need to build up the skills, knowledge and understanding of the inter-related dimensions of music. They will need to understand and use the language of music and apply these musical skills and knowledge across the curriculum, making connections both within music and across other subjects too.

To be a musician, children should have access to a high quality music education which both engages and inspires them to develop a love of music and develop 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.

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for music are:

♣ 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



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♣ 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.

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.



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- **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
- **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. Examples include attending concerts and workshops at the Cheltenham International Festival of Music and the Cheltenham Jazz Festival, virtual orchestral workshops, after school and before school clubs (choir, KS1 percussion club, ukulele club, singing games club etc), singing and performing in hymn practice, assemblies and mass, performing in the wider community (carol singing), EYFS and Infant nativity, KS2 Carols by Candlelight and the Year 6 end of year production. The school also provides opportunities for private instrumental lessons in a variety of instruments.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in Music at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Music and across other subjects too.

In Music, lessons are planned and delivered by a Specialist Music Teacher and therefore progression and the coverage of the Inter-related musical dimensions is consistently built upon across the phases. Lessons are based, where appropriate, around year group themes (to provide meaningful links) and the inter-related musical dimensions are woven through this.

Children in EYFS and Year 1 receive music lessons from the Specialist Music Teacher for thirty minutes a week. Years 2-6 receive lessons for sixty minutes a fortnight. Singing and musical opportunities are also provided by class teachers and through weekly Hymn Practices led by the Specialist Music Teacher.

We recognise that foundations for becoming a musician are laid in the Early Years Foundation Stage through all seven strands of the Early Year Framework and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:



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Music		
Expressive Arts and Design	To have experienced, engaged, explained and communicated through different media safely.	Pens, pencils, playdough, paint, paint printing, music, dance, role play, music, artwork, loose parts, sensory play.
Expressive Arts and Design	To be able to use their imagination to be creative.	Role play, small world play, play pod, playdough, painting, mark making, junk modelling, story making, dancing, singing.
Expressive Arts and Design	To be able to express opinions and emotions.	Circle time, Oracy, small world play, role playing, book vote, sharing resources, restorative conversations, painting, mark making, choosing songs to sing, choosing Wake and Shakes.
Communication and Language/ Literacy/ Understanding the World	To engage with and retell a broad range of stories, non-fiction, poems and rhymes.	Story making/Talk for Writing, Oracy, Guided Reading sessions, ERIC time, role play, story making assemblies, music lessons.

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.

Music Curriculum Coverage

Coverage is based on the National Curriculum 2014 PoS with objectives allocated across phases and year groups, to ensure a progression of knowledge, skills and understanding. For example, in Year 1, children begin to read and notate rhythms using graphic representation, leading on to recognising and using traditional rhythm notation by Year 2 and extending this by Year 6 to combining both rhythm and stave notation to create their own music.

Year 1	Stick Man	Lion King - (Africa)	Great Fire of London
	<i>NC objective</i> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically	<i>NC objective</i> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically	<i>NC objective</i> - 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
Year 2	Apollo 11	*Explorers	Rainforests
	<i>NC objective</i> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Listen with concentration and understanding to a range of high-quality recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music - Use and understand rhythm notation (from KS2)	<i>NC objective</i> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Listen with concentration and understanding to a range of high-quality recorded music - Use and understand rhythm notation (from KS2)	<i>NC objective</i> - 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
Justification	The children will build on their basic understanding of the inter-related musical dimensions of pitch, duration, dynamics, tempo, timbre, structure and notation. Their prior knowledge will be their understanding of these inter-related dimensions. They will focus on learning to use their voices expressively, understand and explore how music is created using the inter-related dimensions of music, how to notate and perform basic rhythms and recognise and play tuned and untuned instruments. All this builds on prior knowledge gained in EYFS. In Year 1 children focus on singing songs, chants and rhymes, recognising and writing basic rhythm notation and experimenting with/selecting sounds. In Year 2 they extend their understanding through learning more advanced rhythms, singing a wide variety of songs, chants and rhymes, creating their own music and experimenting with/selecting sounds and using the inter-related dimensions of music. Knowledge and musical vocabulary are constantly revisited. Through these NC objectives the children will develop their increasing knowledge and mastery of musical concepts incorporating subject specific vocabulary.		



The Skills Progression documents interrogate the skills, knowledge and techniques required in each phase, considering age appropriate development and ensures progression is enabled through careful and informed planning.

Music Skills coverage Lower Key Stage 2	Themes					
	Year 3 Digging up the past – Stone Age	Year 3 Farms	Year 3 World War 2	Year 4 Tomb Raider – Ancient Egypt	Year 4 Rotten Romans	Year 4 The Abominables

Performing – singing:

(Pupils 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)

• Keep in time with a steady beat when chanting, singing or moving							
• Play singing and clapping games							
• Sing songs in tune in unison and two parts with awareness of others							
• Maintain own part when singing songs written in two parts or a round							
• Use voices to create different effects when singing and rapping							
• Sing songs from memory, increasingly in tune in a group and alone							
• Continue to develop the thinking voice							
• Sing/chant with expression and with understanding of the importance of diction.							
• Suggest and make improvements to singing							
• Follow the shape of the melody when singing songs using hand movements [pitch match]							
• Sing on their own and in a group							

Performing – playing:

(Pupils 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

•	Carefully select instruments and create sounds to achieve an effect								
•	Create and control sounds on instruments, including tempo, dynamics and pitch								
•	Play simple melodic and rhythmic parts, keeping in time with a steady pulse								
•	Maintain a simple part within a group or class performance with awareness of how the different parts fit together								
•	Clap/play the rhythm of a song								
•	Follow/be a conductor, responding to a range of gestures								
•	Perform and improvise repeated patterns (ostinatos) to a steady pulse, growing in sophistication								
•	Playing from simple notations								
•	Suggest and make improvements to own work and that of others								
•	Play drones as an accompaniment								
•	Identify the different parts of the ukulele, hold correctly and perform a variety of strumming patterns with increasing accuracy								
•	Play simple chords on a ukulele (or other tuned instrument) to accompany singing								

Music Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in Music planning. Key subject vocabulary is introduced at the appropriate time, linking to specific topics and concepts and building on prior knowledge. e.g.

		Music
EYF/SKS1		Sing, chant, rap, whisper, sound, melody, body percussion, beat, pulse, rhythm, crotchet, quaver, semi-quaver, rest, ostinato, dynamics, improvise, pitch, tempo, echo, call and response, compose, composition, percussion, orchestra, conductor, drone, solo, duet, choir, beater, smooth, perform, instruments, composer, graphic symbol, silence
LKS2		Duration, minim, chord, lyrics, notation, phrase, pentatonic scale, scale, stave, staff, timbre, harmony, texture, accompaniment, pianissimo, fortissimo, mezzo forte, mezzo piano, octave, treble clef, bar, round, elements, evaluate, sequence, expressive, vibrations, strum, pluck, genres, creativity
UKS2		Semibreve, sustain, time signature, unison, staccato, legato, syncopation, major, minor, key signature, ensemble, canon, chord progression, dissonance, downbeat, semibreve, sharp, flat, slur, structure



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Planning

In Music, lessons are planned and delivered by a Specialist Music Teacher and therefore progression and the coverage of the Inter-related musical dimensions is consistently built upon across the phases. Carefully planned lessons are adapted according to frequent evaluations. All lessons are based on the learning objectives which are incorporated into WALTs. Lessons are based, where appropriate around year group themes (to provide meaningful links) and the inter-related musical dimensions are woven through this. Planning is based around a number of resources including Kapow, SingUp, the Model Music Curriculum and numerous resource books and recordings. Lessons are planned specifically for each topic and are not based on any one published scheme, rather appropriate activities are integrated from a wide range of sources.

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MUSIC PLANNING 2019/2020

Term: 1	Lesson 1 1G 10/9/19 1S 11/9/19	Lesson 2 1G 17/9/19 1S 18/9/19	Lesson 3 1G 24/9/19	Lesson 4 1G 1/10/19 1S 2/10/19	Lesson 5 1G 8/10/19 1S 9/10/19	Lesson 6 1G 15/10/19 1S 16/10/19
	KEY SKILLS AND L.O: TIMBRE PITCH DURATION	KEY SKILLS AND L.O: TIMBRE PITCH DURATION	KEY SKILLS AND L.O: TIMBRE PITCH DURATION	KEY SKILLS AND L.O: TIMBRE PITCH DURATION	KEY SKILLS AND L.O: TIMBRE PITCH DURATION	KEY SKILLS AND L.O: TIMBRE PITCH DURATION
	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *pitch map the melody with our hands	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *begin to recognise when the pitch goes higher or lower and pitch map the melody with our hands *recognise percussion instruments and discuss their features	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *begin to recognise when the pitch goes higher or lower and pitch map the melody with our hands *recognise percussion instruments and discuss their features	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *begin to recognise when the pitch goes higher or lower and pitch map the melody with our hands *recognise percussion instruments and discuss their features	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *recognise percussion instruments and discuss their features	WALT: *use our voices in different ways *keep a steady beat to accompany our singing *recognise percussion instruments and discuss their features
	ACTIVITIES 30 minutes *Seating arrangements write down (count the chairs and give each child a number to remember where they sit!) *Hello everyone *Behaviour – monster	ACTIVITIES 30 minutes *A keelie (Greet to learn) *Heckela Beckela *Mystery Music Box - Which instrument (percussion) am I? game. Children can ask 5 questions with a yes	ACTIVITIES No lesson for Soudley 25 th due to Young Voices training course *Greet: *A keelie – child to lead. Which country is this song from? *Exploring instruments –	ACTIVITIES 30 minutes CLASSROOM *A keelie – child to lead *Heckela Beckela – pitch map, say favourite colour in the silent beats. Class to echo. *Recap on the names	ACTIVITIES 30 minutes STICK MAN *A keelie – child to lead *Recap on names of instruments! *Instrument bingo! Listening activity! *Listen and keep the	ACTIVITIES 30 minutes STICK MAN *A keelie *The Stick Man song – follow me, steady beat! Join in when familiar! Add actions! *Find instrument pairs as a class using large

point and warning names on A4 paper on board which goes back to teacher. *Music learners on register. *Learn to sing A keelie *Heckela Beckela Bumblebee name game. Practice saying names rhythmically first! Pitch map melody. *Dr Knickerbocker *The penguin song *Lining up song (we can line up quietly...)	or no answer. Discuss the kind of questions which could be asked...i.e. are you made of...? Do you have to shake to make a sound? Do you have a high/low pitched sound? Etc.	selection of percussion instruments between groups of children. Free exploration! Work out different ways to play the instruments. Loud/quiet, gentle, harsh, scrape, shake, tap etc. Swap instrument on the signal of a whistle. *Share their favourite sound created with the class. Why do they like this sound? Record responses and explorations. *Lining up song	and how to play a variety of percussion instrument in preparation for instrument bingo next week!	steady beat to The Stick Man Song and join in when it becomes familiar!	cards. *Cut and stick instrument identification/name. Put base sheet straight into folders.
EVALUATION Greet: Tried hard with the name game. Tamara said her name perfectly on the beat! Some great voices! They enjoyed Dr Knickerbocker and the Penguin song!	EVALUATION Greet: Enjoyed learning A keelie and sang it well. Came up with some good questions for the Which Instrument am I? Soudley: Great questions for	EVALUATION Greet: Loved exploring all of the instruments!	EVALUATION Greet: Great Heckela Beckela! Most managed to fit their name in the gap! They were interested to learn about the different instruments. Soudley:	EVALUATION Both classes picked up the chorus of the Stick Man song quickly and joined in with actions and the steady beat. They all enjoyed instrument bingo and listened carefully for the sounds.	EVALUATION Greet Bit of a hurried lesson, but the majority completed their matching pairs sticking! They remembered the names well and six of the children led the



Support for additional needs in Music

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within Music includes: deliberate talk partner choices and seating arrangements, deliberate mixed ability groupings, targeted questioning and oracy opportunities, availability of a wide variety of resources which can be differentiated according to need, pre-teaching of key vocabulary and concepts.

Where children are withdrawn from Music for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as Music where they feel they have a relative strength.

Planning to challenge in Music

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in Music we are specifically looking for children who do this within the knowledge, skills and understanding in Music. It may be that a Greater Depth musician receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.



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How are staff skilled to teach in Music

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to Music is offered to the Specialist Music Teacher when the opportunity arises. Subject leadership time is given for this to take place.

Music staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in Music.

Date	Course/ Event Title	Focus Area	Delivered by (Company/Course Leader)	Which aspect of your role does the training relate to?	Venue	Cost
1.9.20	Inset Day	Catholic Social Teaching Growth Mindset Curriculum update Remote Learning	School Senior Leadership Team	Teaching	In house	-
22.9.20	GM 'catch-up' – Music during Covid	Sharing good practice of music teaching both remotely and face to face with current restrictions	Analie Hart (Gloucestershire Music)	Teaching	Zoom	-
5.10.20	Subject Leadership & KAT	KAT Teams Monitoring Evidence Action Plans	LB & KAT Leads	Teaching	In house	-
17.3.21	Music Inclusion Conference	Sharing good practice around online teaching and learning	Make Music Gloucestershire	Teaching	Zoom	-

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our Music curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a musician is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for Music is that each and every child sees themselves as a musician. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a musician. For Music, these formal assessment points are once a year.

To reflect on the impact that the Music curriculum is having on each child, we use both qualitative and quantitative means including:



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- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Music is formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated once a year across the year group during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as a musician and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the Music curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about Music at many levels.