**At St Anne’s, together in faith, we passionately commit to:**

* Build a loving, vibrant community with Christ at the heart.
* Celebrate the uniqueness of all and enable them to reach their potential.
* Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement.

Raising **self-esteem**, with **commitment**, **organisation** and **resilience,** we achieve **excellence** as together we…

***“Learn to love, Love to learn in readiness for life.”***

INTENT

**Introduction**  
Through playing, singing, creating and performing, children in St Anne's will develop their confidence, creative skills, SCORE values and improve their emotional well-being. We will offer wider opportunities which engage and inspire children to develop a life-long love of music. We will celebrate our uniqueness and allow children to express themselves through music and feel part of a community. We will promote a sense of community by getting involved in local events and spreading happiness through our singing whenever we can. We will also explore different styles and tastes in music and  promote a respectful appreciation of all styles.

**Aims**

Our aims of music teaching are to enable children to:

* know and understand how sounds are made and then organised into musical structures
* know how music is made through a variety of instruments
* know how music is composed and written down
* know how music is influenced by the time, place and purpose for which it was written
* develop the interrelated skills of performing, composing and appreciating music

Music should also be seen as a vehicle for the building of children’s self-esteem, confidence and self-discipline and the enhancement of life skills.

**Curriculum**

* To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
* To communicate musical ideas to others.
* To improve instrumental and vocal techniques.
* To listen and appraise.
* To be able to sing and play from memory.

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

**Early Years Foundation Stage**

Children are given the opportunity to explore sounds and musical instruments. They will learn songs and actions and begin to move in time to the pulse. Children will have opportunities to express themselves through music. They will listen to a variety of music as well. In order to tap their musical potential, the children will be encouraged to develop their own creative ideas by exploring sounds independently.

**Key Stage 1**

Pupils 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.

**Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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
* 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

IMPLEMENTATION

**Progression and Continuity**

Our school plans to deliver a clear and comprehensive scheme of work in line with the National Curriculum through The Charanga Musical School Scheme. Teaching and learning should show progression across all key stages within the strands of music..

**Progression and Continuity**The scheme is based on 4 big ideas (our essential concepts) that we complete each year and build upon them repeatedly. These are Perform, Compose, Transcribe & Describe. Each year group becoming slightly more advanced.

|  |  |  |  |
| --- | --- | --- | --- |
| **Perform**  **(singing and playing)** | **Compose**  **(and improvise)** | **Transcribe**  **(musical notation)** | **Describe**  **(listen and appraise)** |

We then have 12 musical elements that interweave across all these concepts. They are rhythm, pitch, tempo, timbre, texture, melody, duration, structure, pulse, beat, dynamics and harmony. Children will become confident with musical concepts and terminology as they will be revisiting and building upon them. They will make links to different styles of music and how they link to our 12 elements.

Children will be familiar with the lesson structure as it will be similar in all year groups, allowing them to focus on the key knowledge being taught. This is embedded in the classroom activities. We are beginning to introduce using YUMU for children to continue their learning at home. We are hoping to reintroduce hymn practice, singing assemblies and attend more concerts. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument at the moment we are learning how to play glockenspiels and building on this in every year. From this, children are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. Children also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Through our music curriculum, musical skills are taught progressively, moving from the simple to the complex in small, logical steps. Children will be learning the musical elements of pulse, rhythm, and in-tune singing through a wide range of musical repertoire, including chants, songs, circle games, rhythm games, action games, turn-taking games and more. Children then progress to instrumental activities, arrangements, compositional work and notation as the children gain in experience and confidence.

Children also have the opportunity to use explore a range of extracurricular music activities, some include singing concerts, experience days, pantomimes & rocksteady concerts. We run a weekly singing club for KS2 on a Thursday dinner time called Harmonies. In the past they have been involved in my local concerts as well as Peace Proms in Liverpool. We hope to become more involved again now that restrictions have lifted. Our singing group is held on a Thursday dinner time, so that more children can attend as it is held in school time. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

**External visitors and Community Links**

* As a school, we are part of the CulturEd, which enables our children to access a wide range of practitioners some of which foster a love of music.
* CPD for staff via the CulturEd practitioners.
* CPD for staff via Charanga
* Music concerts with St Helens Music Hub
* Peace Light service at church
* Carol singing in our local community

**Progress and Achievement**  
Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of assessment strategies are used, for example appraising each other’s music – the children are regularly encouraged to comment on each other’s work, using vocabulary related to the skill taught, evaluate their own through self-assessments, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made. By the end of each key stage, pupils are expected to know, apply and understand the skills gained through the themes taught.

**Assessment and Recording**  
At St Anne’s Catholic Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

**Monitoring**

EYFS – Videos and photos are taken and observations noted. Monitoring takes place regularly through sampling children’s evidence, teacher planning and lesson observations.

KS1 - Videos and photos are taken and observations noted. Monitoring takes place regularly through sampling children’s work and evidence, teacher planning and lesson observations. Each child will have a Music book to evidence some of their musical work.

KS2 - Videos and photos are taken and observations noted. Monitoring takes place regularly through sampling children’s work and evidence, teacher planning and lesson observations. Each child will have a Music book to evidence some of their musical work.

**Spiritual, moral, social and cultural development**  
The teaching of Music offers opportunities to support the social development of our children through the way we expect them to collaborate with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about pieces of music, their own collaborations and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through links with other areas of the creative curriculum. It will provide them with opportunities to express themselves in different ways and encourage them to respect others and how they choose to express themselves.

**Inclusion**

St Anne’s Catholic Primary School have an inclusive policy, which therefore entitles all children to access every part of the curriculum. Therefore, in Music children will receive any necessary support or differentiation. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

**Resources**There are a range of resources to support the teaching and learning of the subject across the school. We have glockenspiels, recorders, and percussion instruments.

**Health and Safety**

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using instruments, including our voice, in a learning environment. The children are made aware of the need to be careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk.

IMPACT

**Teaching of Music**

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. Our Music lessons will help our children to develop vital skills such as self-confidence, interaction and awareness of others, a sense of achievement and self-reflection. Our lessons will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. We aim for all children to achieve age related expectations in music at the end of their cohort year. We educate children to retain knowledge that is pertinent to music and they are given the opportunity to foster their instrumental flare and use this as a form of expression.

**Music in the Wider Curriculum and Community**

Children will participate in wider musical activities and opportunities for improved well-being and confidence will be increased. Children will gain wider audience performance experience. Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.