St Peter's Catholic Primary School

Intention, Implementation and Impact document

Music

'Treat other people as you would like to be treated'

We believe that children should be inquisitive, imaginative and resilient learners who are aspirational and flourish in the world that God has given us. Our Curriculum enables children to learn and to be able to articulate their learning, preparing them for their experience of learning at secondary school and creating a desire for lifelong learning.

Intent	At St Peter's Catholic Primary School we aspire to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, decision-making and presentation and performance skills. These skills are important for children's development as learners and have a wider application in their general lives outside and beyond school.								
Underpinned by the interrelated dimensions of	Pulse	Rhythm	Pitch	Tempo	Dynamics	Timbre	Texture	Structure	Notation
	The regular heartbeat of the music; its steady beat.	Long and short sounds or patterns that happen over the pulse.	High and low sounds.	The speed of the music; fast or slow or in-between.	How loud or quiet the music is.	The sound quality of an instrument e.g. the trumpet has a very different timbre to the violin.	Layers of sound working together.	The structure of a piece of music e.g. introduction, verse, chorus, ending.	The link between sound and symbol.

Implementation

Broad and balance curriculum	Listen and Appraise	Musical Activities
The Kapow Music Scheme provides teachers with lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and is an integrated, practical, exploratory and child-led approach to musical learning.	All lessons provide the children an opportunity to listen to at least one new piece of music per session. They will apply their knowledge of the interrelated dimensions of music (see the skills above) to different genres e.g. gospel, reggae, blues. Children also listen, appraise and learn about the work of one iconic singer/musician/composer/band (from different times in history and from different ethnic backgrounds) over the course of two terms. This helps to build pupils' cultural understanding and knowledge.	Musical activities form the basis of most lessons and are based around a song: **Singing** is at the heart of all the musical learning. **Playing instruments** with the song to be learnt on tuned/un-tuned classroom percussion. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children. **Improvising** with the song using voices and instruments occurs in some units of work. **Composing** with the song using instruments occurs in some units of work.
Perform/Share	**Cross Curricular links**	**Extra-Curricular activities**
Children are given the opportunity to share what has taken place during the lesson and work towards performing to an audience.	Where possible, links will be made to current topics, to engage pupils and make their learning relevant	Children have the opportunity to join free extra-curricular music activities, such as Choir, which followed on to Young Voices choir. We also have specialist musicians come in to school to lead music lessons for individuals.

Impact	At the end of each year, pupils will have gained a deepening understanding of the interrelated dimensions (skills) of music. They will be able to apply this to:			
	Pupils Voice	Evidence in Skills	Improvise and compose	Performance, share and evaluate
	Children can listen and appraise songs from a wide variety of genres and time periods. To begin to be more aware of iconic musicians and composers, and starting to be able to discuss why they are/were important.	Children can sing a variety of different songs. They can play tuned and un-tuned instruments with increasing competence.	Pupils can show their deeper understanding of a piece by improvising further rhythms/melodies and composing short sections.	Children can perform and share their work with others. They can compare and comment on skills, techniques and ideas that they and others have used, then use their observations to improve their work.