



SJF 'The Big Picture Curriculum'

INTENT - MUSIC

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners            *meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning            *understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>						
	Strong individual values	Love		Learn		Achieve		
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)		Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and		
		Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?	Components	Trips and residentials	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish	
	Pedagogical approaches	Highly effective teaching & learning is dependent on...			...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'	
		<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul> Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington			<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>	...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success
		Depth is embedded by...			...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and
	...clear focus on meaningful memory		...making explicit links between concepts and themes	...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
	...promoting problem solving and lateral thinking							
	SJF areas of learning	National Curriculum	Enrichment					
Spiritual and Catholic life of the school			Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships		
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback		
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)	
Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing	
	Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing	



## MUSIC INTENT

### Intent of curriculum:

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to '**Love, Learn, Achieve**' our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

### ***By the end of Reception: Outcomes (Refer to the Curriculum Maps and Progression of Skills Maps)***

#### **Expressive Arts and Design**

##### **Being Imaginative and Expressive:**

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### ***By the end of Year 2: Outcomes (Refer to the Progression of Skills map, Curriculum Maps)***

- Experience singing songs in solo, group and whole class contexts;
- Develop awareness and employment of pulse and thinking voice;
- Increasing pitch matching of modelled and rehearsed melodies;
- Appreciate and enjoy singing in English and other languages;
- Understand lyrics are the words to a song;
- Aural memory of Kodaly - do / re/ mi / so / la;
- Recognise, read and play Kodaly rhythm notation with emerging accuracy: ta, ta-ah, te-te, rest;
- Understand and use language and vocabulary of musical elements of melody, timbre, tempo, dynamics and duration;
- Play music games and sing songs changing the dynamics, tempo, and duration;
- Gain experience of controlling pulse, dynamics, tempo and duration;
- Use active listening to discern basic elements in music, including timbre of instruments;
- Develop performance skills of eye contact, focus and confidence through singing;
- Recognise and name class instruments plus some from listened-to music.

**National Curriculum:** 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.



### ***By the end of Year 4: Outcomes (Refer to the Progression of Skills map and Curriculum Maps)***

- Control sound, pulse and elements of structure, tempo, duration and dynamic;
- Stay in time and tune while singing;
- Employ thinking voice to support pulse and beat in performance;
- Identify phrases in songs and breathe with increasing accuracy;
- Sing with expression and attention both to audience and inner feeling;
- Understand how to create a pleasant sound on the recorder or tuned percussion and perform solo / musically within an ensemble with a sense of audience and purpose;
- Recognise, read and play Kodaly rhythm notation with emerging accuracy: ta, ta-ah, ta-ah-ah, ta-ah-ah-ah, te-te, , tiritiri, rest;
- Use thinking voice to sing up or down silently and locate the correct pitch;
- Read, sing or play simple melodies using doh-fah at a slow tempo;
- Play with a range of tempos and 4/4 and 3/4 time signatures to help internalise pulse.

### ***By the end of Year 6: Outcomes (Refer to the Progression of Skills map, Curriculum Maps)***

- Control sound, pulse and elements of structure, tempo, duration and dynamic;
- Stay in time and tune while singing;
- Perform confidently to an audience, as a soloist / part of an ensemble, with awareness of the tempo / texture / dynamics and with attention to detail;
- Learn lyrics, melodies and phrasing for group and solo songs;
- Listen and recognise basic maj/min keys;
- Learn to recognise and sing C maj pitches in treble clef, matching these to *doh ray me fah so la te do* with increasing accuracy;
- Write, read and 'play' rest notation with no loss of pulse;
- Play simple syncopated percussion using off beats and rests;
- Improvise major/minor/blues melodies on tuned percussion;
- Compose music using a framework for support with a sense of purpose and audience;
- Use deliberate practice to improve one skill at a time.

### **National Curriculum guidance:**

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.



## St John Fisher RC Primary School

### **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

In order to ensure 'Quality First Teaching' across the curriculum, we strive for the planning of all subjects to be personalised to each class and the individuals within them. Planning should incorporate clear differentiation, catering for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. Outcomes should be clear, so the pupils have an idea of where they are heading; they should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenge for all the pupils within the class. Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning. At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum, further enhanced by creative and extra-curricular opportunities.

### **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of our Music curriculum by ensuring our leadership team carry out a range of activities. In addition the leadership team support phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, reviewing learning environments, data analysis and pupil voice.

An evaluation of all of the above activities feeds in to their subject review and leads to their subject action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. These action plans feed into our overall School Development Plan, where appropriate. Subject leaders update and inform school governors regarding teaching and learning in their subject and the impact of the curriculum on learning.