



**Intent, Implementation and Impact Statement for Music**

At St Joseph's Catholic Primary School, we provide an **aspirational**, high quality Music curriculum that is accessible to all children across the whole of the primary phase, from EYFS to Year 6. We deliver lessons that are engaging and memorable and ensure that the curriculum embraces SEN pupils through **inclusive resources**. This ensures that all learners can achieve their full potential. Music at St. Joseph's promotes exploration and freedom that **inspires confidence**. Our children **aspire** to be the best they can be in music lessons and develop their creativity and musical skills both independently and with their peers. By participating in music, children develop **resilience** and **confidence** in their abilities and learn new things.

<b><u>Intent</u></b>	<b><u>Implementation</u></b>	<b><u>Impact</u></b>
<p>At St Joseph's Catholic Primary School, we intend to help children feel that they are musical and to develop a life-long <b>love</b> of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners.</p> <p>Children will build <b>confidence</b> as they develop the musical skills of singing and playing tuned and untuned instruments. They will gain a strong understanding of what music is through listening, composing, evaluating, analysing and responding to music across a wide variety of historical periods, styles, traditions, and musical genres. 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.</p> <p>We are committed to developing a curriculum that helps children develop transferable skills</p>	<p>The music curriculum at St Joseph's Catholic Primary School takes a holistic approach to music, in which individual strands are woven together to create engaging and enriching learning experiences. The planned sessions are engaging and of high quality in the <b>hope</b> that children will have <b>high expectations</b> of themselves and can possibly <b>aspire</b> to take music further in their future.</p> <p>Children sing, listen, play, perform and evaluate. This is embedded in the classroom lessons as well as the weekly hymn practice, Harvest Celebration, Key Stage 1 Nativity, Key Stage 2 Carol Concert, Year 6 production, house music competition, singing in Mass and the learning of instruments.</p> <p>The strands in EYFS are:</p> <ul style="list-style-type: none"> <li>• Listen and Respond</li> <li>• Explore and Create</li> <li>• Singing</li> </ul>	<p>It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6.</p> <p>When planning, teachers refer to the Long Term Plan which ensures progression across the school. This planning also provides opportunities to embed our <b>REACH</b> values.</p> <p>Impact will be assessed through a multi-faceted approach including performances, informal observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond. Evidence is built up by means of sound and video recordings taken at the beginning and end of units, or when there is something significant to note. These should show development of musical skills, particularly singing, and improvement in social skills such as cooperation and team-work.</p>

<p>such as teamwork, creative thinking, problem solving and decision-making, whilst also applying our <b>REACH</b> values to everything we do.</p> <p>These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p>	<ul style="list-style-type: none"> <li>• Share and Perform</li> </ul> <p>In the Early Years, 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.</p> <p>The strands in Year 1 – Year 6 are:</p> <ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Explore Music</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> <li>• Performance</li> </ul> <p>Each six-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically and <b>confidently</b>.</p> <p>Music is timetabled weekly in each large term for the duration of one hour. Music takes place in every class, across the whole year. Examples of this are the weekly hymn practices and termly music events such as House Singing competitions, celebrations and productions. St Joseph's also have a school choir who meet weekly and perform for events in and outside of school. These performances require the development of key values such as <b>resilience, confidence</b> and <b>high expectations</b> and children are encouraged and supported to develop these throughout their time at St Joseph's.</p>	<p>The impact of Charanga can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing children against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of the children's learning.</p> <p>Using the 'Teacher Assessments' sheets, pupils will be assessed on objectives at the end of each unit, to show whether they are working towards, at expected level or above expected level in each musical strand. These results will then be recorded onto the 'Assessment Log' where teachers can review the assessments and adjust teaching and learning in the next unit accordingly.</p> <p>Evidence is also recorded onto each classes 'My Student Groups' page, where written work, pictures and videos can be uploaded to support assessment and attainment.</p> <p>Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. Throughout this, children will develop their <b>confidence</b> and <b>empathy</b>.</p> <p>At St Joseph's Catholic Primary School children are provided with opportunities beyond the National Curriculum to further support their understanding. These include having visitors with a musical talent and school productions. External interests and talents are also encouraged and</p>
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Through the musical programme Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a **love** of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

Throughout their time at St Joseph's Catholic Primary School children will be taught how to sing fluently and expressively, and play tuned and un-tuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics and will use these expressively in their own improvisations and compositions.

In the classroom, children will learn how to play the recorder and a variety of percussion instruments, including clarinet. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. Children will also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. As well as composing instruments, the children in Year 6 learn to compose through garage tech on the iPad.

Children in KS1 begin learning basic skills and techniques which include:

- Developing **confidence** by using their voices expressively and creatively by

showcased in celebration assemblies in the hope of **aspiring** others.

After the implementation of Charanga music, children should leave St Joseph's Catholic Primary School equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Charanga scheme of work is that children will:

- Be **confident** performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation, **empathy** and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities, therefore developing their **confidence**.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Have developed **high expectations** of themselves to support them in meeting the end of key stage expectations outlined in the National Curriculum for Music.

singing songs and speaking chants and rhymes

- Developing **resilience** as they play tuned and un-tuned instruments musically
- Developing **empathy** as they listen with concentration and understanding to a range of high-quality live and recorded music
- Developing **aspiration** and **high expectations** of themselves as they experiment with, creating, selecting and combining sounds using the inter-related dimensions of music.

In KS2 the children begin to implement those skills and are 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.

Our music curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks as well as developing understanding and knowledge of the history of music.

In each lesson, children will develop their **resilience, confidence** and **high expectations** of themselves as they actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works.

Each lesson incorporates a range of strategies from independent tasks, paired and group work as

well as class performances. Opportunities such as these provide children with the time to develop their **empathy** for others. Lessons are differentiated to ensure all children can access the learning and all children are appropriately challenged.

Knowledge organisers for each unit are used to support children further build on a foundation of factual knowledge by encouraging recall of key vocabulary.