

## Music Curriculum

We engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children will foster an understanding and acceptance of the validity and importance of all types of music, and respect for the role that music plays in enriching a person's life. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We follow the Oak Academy scheme of work which is aligned to the national curriculum for music as this ensures cohesion and progression. Outside of discrete lessons, music is also firmly embedded into school life. For example, through weekly singing assemblies, regular collective worship and seasonal celebrations. Pupils can also have individual music lessons at school with a peripatetic instrument instructor or choose to join our school choir.	Pedagogical Approaches	The pedagogical approaches to the teaching of Music are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> </ul>	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of the carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded and used to inform teacher judgment after each unit.
End Points	The music curriculum is ambitious in the range of skills and techniques delivered. Children will also develop the vocabulary to critique music and use musical terminology with confidence when talking about their own work, the work produced by peers and the work of established musicians. The key skills and knowledge have been specified as endpoints for each year group. Pupils have meaningful opportunities to perform regularly. Children who leave Sacred Heart can enjoy music in whichever way they choose. This may be as a listener, critique, creator or performer.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for Music at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end-of-year report.
Sequencing	Our music curriculum is a spiral curriculum. Skills are revisited. The music curriculum ensures clear progression of knowledge, skills and understanding.	Promoting Discussion and Understanding	In all lessons, discussion is integral to deepen thinking and promote understanding. Pupils are given regular opportunities to explore and discuss questions at an age-appropriate level. Teachers use their strong knowledge of the progression in the curriculum to ask questions that lead children to develop the skills we intend to promote.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer through their work, to support themselves with new learning. Evidence will be recorded in a variety of forms.
Alignment with EYFS	Expressive arts and design is a specific area of the statutory framework for EYFS. The development of children's artistic and cultural awareness supports their imagination and creativity. Children are given opportunities and experiences to enable them to meet the expected level of development.	Knowing More and Remembering More	Children are encouraged to reflect on previous learning and use that to explain their current understanding. Retrieval practice is built in to provide opportunities for children to apply their knowledge of the sport and skills.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: planning, discussions with pupils and discussions with teachers. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how

Local Context	All children will have at least one opportunity to work with a musician, hear professional musicians perform live and have regular opportunities to perform live themselves. Pupils will use these experiences to inform their personal explorations of faith through participating in and leading collective worship. To reflect the diversity of our school community, we ensure that the music curriculum includes musicians from a range of ethnic and social backgrounds, cultures and genders.	Teacher Assessment	Teachers assess formatively in each lesson according to the assessment outcomes. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have the most impact. We keep track of children's progress against the assessment outcomes.		much they can recall, and their responses will be used to evaluate the quality of teaching.
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