St Margaret Mary’s Curriculum Statement

# We try to follow Jesus in everything we do.

**Why is music important at St Margaret Mary’s?**

**Music**

**Intent**

Introducing children to the joy of music is at the heart of what we do. Pupils from all backgrounds will have access to sustained musical opportunities through regular classroom work and music-making for all, complemented by additional tuition, partnerships and extra-curricular activities. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. Additionally, we use a bespoke music-based intervention programme for children with SEND (Can Do Music).

Children will gain a firm understanding of what music is though listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to ensuring that children understand the value and importance of music to their own and others’ lives and wellbeing and also the impact music has in the wider community.

We provide children with the opportunity to progress to the next level of their creative excellence through both school and Music Centre activities.

# Implementation

We use the Oldham Music Service “Curriculum & Progression Framework” which is carefully planned to ensure that musical learning is sequenced, enabling children to develop and build upon their musical skills and knowledge from EYFS through to Year 6. Children sing, listen to, compose, perform and evaluate music from a wide range of musical genres, historical periods, styles, genres and traditions. Oldham Music Service teachers plan and deliver bespoke, individualised music lessons to children at St Margaret Mary’s. We have a visiting Curriculum Music specialist from OMS who teaches Nursery-Y3 and Y5 & Y6. The visiting OMS woodwind teacher delivers Whole Class Instrumental Tuition to Y4 pupils for the full academic year.

Singing is firmly embedded within our curriculum as the voice is everyone’s first instrument and one that everyone can play. It’s the most straightforward way to learn and internalise music and to develop musicianship skills. Through unaccompanied singing, a child can begin to acquire skills essential to all musicians: musical memory, inner hearing, true intonation and harmonic awareness. In addition to singing in curriculum lessons, we have a fortnightly Singing Assembly for KS2 children. This includes a range of genres and is focused on Music for Worship and topical/themed songs.

Sound is the focus of our music curriculum - developing children’s aural skills through constantly modelling and introducing notation only after children have developed the ability to hear and repeat the sounds.

Music is taught throughout the academic year in EYFS on a fortnightly basis. Y4 receive weekly WCIT tuition and Y1 are taught weekly for the entire academic year. Y2, Y3, Y5 and Y6 have 3 half-terms of Music with the curriculum specialist and additional input from their own class teacher when they are not being taught by the specialist. In all cases, lessons are carefully planned so that through singing, using tuned and un- tuned percussion instruments and body percussion children deepen their knowledge and understanding of and skills within music.

Opportunities for performances include:

* Whole-school singing assemblies
* The school choir sings at local external events including The Irish Convention Centre
* School concerts (termly)
* Celebration assemblies

We have access to further opportunities through Oldham Music Service events which include:

* The Oldham Schools’ Music Festival
* Oldham’s Biggest Band Day
* the GM Music Hub Singing Challenge
* The GM Music Hub EYFS/Y1 Traditional Tales interactive performance

We subscribe to the Oldham Music Service Whole Class Instrumental Tuition (WCIT) programme. This year-long programme aims to ensure that every child is given an opportunity to play a musical instrument. According to research, learning in this type of environment gives children more confidence and higher self-esteem. Specialist teachers work alongside class teachers, ensuring that every child can experience enjoyment and success from the very earliest stages of musical learning.

To support our teachers in developing good subject knowledge in an area which is often outside their area of expertise, we access a range of CPD opportunities through Oldham Music Service which is part of the Greater Manchester Music Hub (GMMH). The Music Subject Lead attends the Oldham Primary Music Network and the annual Primary Music Conference. We are working towards offering our teachers bespoke 1-1 support to teach Music confidently.

# Impact

Children have access to a variety of musical experiences which allows them to discover areas of strength, as well as areas which they might like to improve upon. Children are able to enjoy music as listeners, creators and performers. They can dissect music and comprehend its parts.

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self- reflection. Music will also develop an understanding of culture and history.

Children will be able to join extra-curricular ensembles and choirs within school. We currently have a school choir and recently completed a Ukulele and Guitars after-school club project. From September 2024 we will be offering small-group woodwind tuition. Parents/carers will be able to pay for this, should they wish to do so. In time, we hope that this will lead to the development of a School Wind Band.

The Oldham Music Centre is recognised nationally as a centre of excellence. As soon as a pupil is ready for one of the elementary or junior groups, they are invited to enrol. Some of our pupils have taken advantage of this opportunity and have joined the Choirs and/or ensembles at the Music Centre. It is pleasing to know that these children continue to further their musical development even when they leave St Margaret Mary’s. Membership of the Oldham Music Centre provides children and young people with musical opportunities beyond those which we as a school are able to offer.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **G:\badge.jfifImage result for images for gospel valuesSt Margaret Mary’s - Music Curriculum Overview 2023-24** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Nursery | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking | Tune-in to Talking |
| Reception | All About Me  Autumn | Fireworks  Jungle Animals  Christmas | Gingerbread Man | Spring Animals | Growing Things | Summer |
| Year 1 | Copy Me | Dinosaurs/Zog/Castles & dragons | Jack and the  Beanstalk | Growing Things | Minibeasts & Gardens | Super Summer |
| Year 2 | Rhythmic Notation | Animals  Christmas | Pitch Notation |  |  |  |
| Year 3 | Earth by Hans Zimmer  Fortnightly singing assembly | Trumpet Concerto by Joseph Haydn  Christmas Carol Service  Fortnightly singing assembly | Fortnightly singing assembly | Rhythm reading &  Pitch (glockenspiels)  Fortnightly singing assembly  Easter Liturgy | Opera: Hansel & Gretel  Fortnightly singing assembly | Bamboo Tamboo  Fortnightly singing assembly |
| Year 4 | Clarinets  Fortnightly singing assembly | Clarinets  Christmas Carol Service  WCIT Concert  Fortnightly singing assembly | Clarinets  Fortnightly singing assembly | Clarinets  Fortnightly singing assembly  Easter Liturgy  WCIT concert | Clarinets  Fortnightly singing assembly | Clarinets  Fortnightly singing assembly  WCIT concert |
| Year 5 | BBC Ten Pieces: Anna Meredith  Fortnightly singing assembly | Garage Band (iPads)  Christmas Carols  Fortnightly singing assembly | Fortnightly singing assembly | Samba  Fortnightly singing assembly  Easter Liturgy | Ukulele: Chords C, F, G, Am, Dm  Fortnightly singing assembly | Chrome Music Lab  Fortnightly singing assembly |
| Year 6 | Jazz, Scat, improvisation  12 bar blues  Fortnightly singing assembly | Yu Studio 1  Christmas Carol Service  Fortnightly singing assembly | Yu Studio (Hip Hop)  Fortnightly singing assembly | Fortnightly singing assembly  Easter Liturgy | Fortnightly singing assembly | Year 6 Leavers’ Assembly |

Shaded = taught by subject specialist from Oldham Music Service BLUE IS PERFORMANCE RED is SINGING OPPORTUNITY

**Skills Progression in Music**

|  |  |
| --- | --- |
| **Educational Programme**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | |
| **ELG 17 – Being Imaginative** | |
| - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music | |
| **Purpose**  Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. | |
| KS1  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. | KS2  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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pre-school** | **Nursery** | **Reception** | **Links to KS1** |
| **Music** | * Creates sounds by rubbing, shaking, tapping, striking or blowing * Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow* | * Enjoys listening to music * *Talks about how music makes them feel (NR)* * Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle…) * *Begins to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)* * *Plays a given instrument to a simple beat* * Taps out simple repeated rhythms * Explores and learns how sounds and movement can be changed | * Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’ * Selects own instruments and plays them in time to music. * Can change the tempo and dynamics whilst playing * Knows how to use a wide variety of instruments. * Beginning to write own compositions using symbols, pictures or patterns * Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | -Begins to play an instrument, gradually changing its pace e.g fast and slow  -Begins to play an instrument, gradually changing its speed e.g fast to slow  -Can create a beat of their own and begin to continue it  -Begins to use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| **Singing and dancing** | * May have some favourite songs and/or rhymes and may move in response to them them * Joins in singing songs | * Responds to music by singing and/or movement * Copies basic actions * Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home * *Learns short routines, beginning to match pace (NR)* * Watches dances and performances * Knows some words when singing * Sings in a small group * *Sings in a group, trying to keep in time* | * Learns longer dance routines, matching pace * Watch and talk about dance and performance art, expressing their feelings and responses * Replicates dances and performances * Sings in a group, matching pitch and following melody * Sings by themselves, matching pitch and following melody * Begins to build a collection of songs and dances | -Can dance in time to a simple rhythm |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Duration (Pulse & Rhythm)** | I can copy simple rhythms based on words.  I can move to the pulse of the music.  I am aware of sounds and rhythms  I can distinguish between sounds and remember patterns of sound  I can experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech  I can create rhythms using instruments and body percussion | I can copy a short rhythm  I can find the pulse of a piece of music.  I can clap the pulse. | I can beat the pulse of a piece of music.  I can choose and maintain an appropriate pulse  I can identify the difference between pulse and rhythm  I can play the pulse on a percussion instrument.  I can internalise a steady pulse (e.g. “sing” short extracts “in your head”) | I can understand the difference between pulse and rhythm.  I can play a simple rhythm on a percussion instrument.  I can choose and maintain an appropriate pulse | I can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse. | I can maintain a complex rhythmic pattern vocally or on an instrument. | I can maintain ostinati vocally or on an instrument in a polyphonic texture. |
| **Pitch** | I can copy a so-mi pattern (pitch-match)  I can respond to obvious changes in pitch  I can recognise and broadly control changes in pitch when playing instruments and vocally | I can respond physically to high and low sounds  I can copy a short melodic phrase (on tuned percussion or using their voice) | I know that Pitch means “high and low”  I can identify high and low sounds when listening to a piece of recorded music  I can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs) | I can memorise and perform an extended melody | I can maintain a simple melody vocally or on an instrument, keeping to the pulse.  I can recognise how pitch changes can be used to convey a character, story or image. | I can maintain a complex melody vocally or on an instrument  I can understand, recognise and describe how pitch changes can be used to convey a character, story or image. | I can maintain a complex melodic part in a 2-part texture |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dynamics** | I can respond to obvious changes in dynamics  I can create loud and quiet sounds using the voice, body percussion and instruments  I can recognise and broadly control changes in dynamics when playing instruments and vocally | I can create crescendo and diminuendo vocally and instrumentally  I can play and sing loudly and quietly | I can define crescendo, diminuendo, forte and piano  I can recognise crescendo, diminuendo, forte and piano when listening and performing | I can thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere | I can begin to use the Italian symbols for dynamics in my own compositions | I can confidently and appropriately make use of dynamics when composing and performing | I can refine the use of dynamics in my own work  I can describe the use of dynamics in others’ work and suggest refinements |
| **Tempo** | I can respond to obvious changes in tempo  I can create fast and slow sounds using the voice, body percussion and instruments  I can recognise and broadly control changes in tempo when playing instruments and vocally | I can create accelerando and rallentando vocally and instrumentally  I can play and sing fast and slowly | I can define accelerando, rallentando  I can recognise accelerando, rallentando, allegro and lento when listening and performing | I can thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere | I can begin to use the Italian symbols for tempi in my own compositions | I can confidently and appropriately make use of tempi when composing and performing | I can refine the use of tempi in my own work  I can describe the use of tempi in others’ work and suggest refinements |
| **Texture** | I have experienced unison and 2-part textures. | I have experienced a range of textures  I can recognise obvious differences in textures (e.g. unison and 2-part) | I have explored a range of textures vocally, instrumentally and aurally  I can define canon/round and unison textures. | I can experiment with layers of sound in my own compositions | I can perform individually and in a multi-part texture  I can compose using more than one layer of sound | I can combine several layers of sound with awareness of the combined effect | I can maintain a part within a polyphonic texture  I know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Timbre** | I can experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers)  I can match instruments to sounds  I have experienced and developed awareness of sounds made with instruments and noise makers  I have listened to and appreciate the difference between sounds made with instruments  I can use a wide vocabulary to talk about the sounds instruments make.  I can talk about sounds we make with our bodies and what the sounds mean  I can recognise and broadly control changes in timbre when playing instruments and vocally | I can name common hand-held percussion instruments and recognise their sounds aurally  I can explore appropriate instruments to create a musical idea | I can name a wider range of musical instruments  I can choose appropriate instruments to create a musical idea | I can recognise the different instrumental families when listening to a piece of live or recorded music  I can recognise how instruments can be used to create different moods and effects | I can begin to recognise the individual instruments within a family  I can use instruments to create different moods and effects | I can confidently and appropriately make use of different timbres when composing and performing | I can accurately name common individual instruments when listening to a piece of music  I can refine the use of timbres in my own work  I can describe the use of timbres in others’ work and suggest refinements |
| **Structure** | I have experienced a range of structures through simple songs and musical activities | I have experienced a range of structures through simple songs and musical activities | I have explored a range of structures in my own work | I can choose carefully and order sounds within simple structures | I can compose and perform within specific structures (e.g. call and response, ternary form) | I can compose and perform using a range of structures and identify these aurally | I can compose by developing and organising ideas within musical structures |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| **Performing** | I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)  I can sing a range of well-known nursery rhymes and songs (ELG) | I can perform simple songs from memory  I can perform to an audience with confidence and a sense of occasion | I can play tuned and untuned instruments musically  I can rehearse and perform with others | I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | I can develop sensitivity in playing/singing (e.g. replicate block dynamics)  I can play a simple melodic pattern based on a couple of notes  I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc. | I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece  I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. | | |
| **Composing and Improvising** | I can choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect)  I can invent, adapt and recount narratives and stories with peers and my teacher (ELG) | I can experiment with, create, select and combine sounds using the inter-related dimensions of music  I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts | | I can improvise and compose music for a range of purposes using the inter-related dimensions of music | I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can create simple rhythmic patterns, melodies and accompaniments  I can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli | I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) | | I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can improvise confidently vocally and with instruments from a range of given and chosen stimuli |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening and Appraising** | I can listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)  I can aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut) | I can begin to explore using my “thinking voice”  I can listen to a variety of music from a range of cultures, traditions and historical periods. | I can listen carefully and develop my aural memory  I can express an opinion after listening to a piece of live or recorded music  I can listen with concentration and understanding to a range of high-quality live and recorded music  I can improve my own work  I can recognise how musical elements can be used to create different moods and effects | I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  I can listen with attention to detail and recall sounds with increasing aural memory  I can recognise how musical elements are combined and used expressively. | I can listen with attention to detail and recall sounds with increasing aural memory  I can make improvements to my own work, commenting on intended effect  I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | I can listen with attention to detail and recall sounds with increasing aural memory  I can make improvements to my own work, commenting on intended effect using appropriate musical vocabulary  I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | I can listen with attention to detail and recall sounds with increasing aural memory  I can suggest improvements to my own and others’ work, comment on how intentions have been achieved  I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  I can describe, compare and evaluate different kinds of music using appropriate vocabulary  I know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technology** | I have experienced use of simple music technology (e.g CD player, ipad voice recorder etc.)  I can make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back. | I have experienced use of Music Technology to capture, change and combine sounds. | | | I can explore and develop use of Music Technology to capture, change and combine sounds. | I can use a simple device to record a performance | I can combine layers of sound using Music Technology software (e.g. Garage Band, Audacity) | I can edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity) |
| **Vocal Skills** | I can explore using my voice in different ways (e.g. animal sounds, whispering, singing, speaking)  I can sing a range of well-known nursery rhymes and songs (ELG) | I know how to use my voice in different ways  I have found my singing voice  I can sing collectively at the same pitch  I can use my voice expressively and creatively by singing songs and speaking chants and rhymes | I can use my voice expressively and creatively by singing songs and speaking chants and rhymes  I can accurately pitch simple melodies  I can pitch small intervals with a good degree of accuracy | | I have developed an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch  I can sing in tune with expression | I know how to improve tone production and diction (vocal techniques)  I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing | I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression  I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style | | |
| **Notation** | I can respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)  I can suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear) | I can respond to simple visual cues (e.g. stop, go, loud, quiet)  I can use a simple graphic score for performing | I can use a simple graphic score for performing or as a stimulus for composition  I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations  I can recognise crotchet, quaver and minim rhythms  I am beginning to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard) | | I have experienced the use of staff notation when composing and performing  I can confidently recognise crotchet, quaver and minim rhythms  I can confidently read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard) | I understand how pitch is represented on a stave  I can confidently recognise crotchet, quaver and minim rhythms | I can follow a notated melody line as an aid to vocal performance  I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.) when performing and composing | I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.) | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Rhythm & Pulse** | **Pitch & Melody** | **Dynamics** | **Tempo** | **Texture** | **Timbre** | **Structure** | **Being a Musician** |
| **EYFS** | **Core** | Beat | High  Low | Loud  Quiet | Fast  Slow | Solo  Everyone | Names of basic classroom percussion | Beginning  End | Listen  Sing  Play  Stop |
| **Extension** | Rhythm | Change | Getting louder  Getting quieter | Getting faster  Getting slower |  | Shake  Tap  Ring  Scrape |  |  |
| **KS1** | **Core** | Long  Short  Rhythm | Melody  Pitch  Up  Down  Tuned  Untuned  Change | Dynamics  Forte  Piano  Crescendo  Diminuendo | Tempo  Allegro  Lento  Accelerando  Rallentando | Unison  2-part  Round  Call & Response | Shake  Tap  Ring  Scrape  Names of wider range of musical instruments  Wood  Metal  Plastic  Skin  Vocal | Structure  Beginning  Middle  End  Verse    Chorus  Repeat  Call & Response | Composer  Conductor  Audience  Performer |
| **Extension** | A picture containing antenna  Description automatically generatedTa te-te |  |  |  |  | Percussion  Woodwind  Brass  Strings | Form |  |
| **LKS2** | **Core** | Crotchet  Quaver  Minim    Rest  Ostinato  Ta te-teA picture containing antenna  Description automatically generated  Chart, box and whisker chart  Description automatically generatedTa te-te ta-ah | Stave  Scale  Notation | Fortisimmo  Pianissimo  Mezzo forte  Mezzo Piano | Consolidation of tempo vocabulary | Texture  Solo  Duet  Accompaniment | Timbre  Names of instrumental families and instruments within families  Staccato  Legato | Form  Repeat | Improvise  Soloist  Choir |
| **Extension** | Semiquavers |  |  |  | Tutti | Pluck  Pizzicato  Mute | Binary form  Ternary form |  |
| **UKS2** | **Core** | Semiquavers  Semibreve  Bar  Bar line | Treble clef  Pentatonic | Consolidation of dynamics vocabulary | Andante  Presto  March | Tutti  Polyrhythmic  Monophonic  Polyphonic  Harmony | Pluck  Pizzicato  Mute  Electronic  Synthesised | Binary form  Ternary form  Rondo form |  |
| **Extension** | Time signature  Swing  Syncopation | Sharp  Flat  Major/minor |  |  | Drone  Chord | Soprano  Alto  Tenor  Bass | Coda  Middle 8  Bridge |  |

**What Music looks like at St Margaret Mary’s**

**What a music lesson looks like at our school:**

**Planning:**

The music specialist provides medium and has their own short term planning for each year group and half term. Plans are shared with staff using the YUMU platform and are available for teachers to review before the lesson so they are clear on the focus for each lesson and the skills and knowledge being taught. The medium term planning maps the progression of skills across the academic year in singing, composing, listening, performing and includes the learning outcomes (related to Oldham Music Service Curriculum and Progression Framework), key vocabulary and cross-curriculum links where appropriate. Short term plans outline the learning objectives, the intended activities and the relevant resources.

**Teaching:**

Music is taught by a music specialist to children from Nursery to Year 6. The amount of provision can vary but the minimum each class will receive is three half terms. The children receive 30 minutes of curriculum music and an additional 30 minutes of singing during the fortnightly singing assemblies. Singing assembly is fortnightly for KS2. KS1 sing a range of songs within their music lessons and with their class teacher. This allows the children to learn and sing songs that are age appropriate and develop the skills they require. Class teachers support the music specialist during the sessions to support them with their own CPD and develop the knowledge and skills to teach high quality music lessons in the future. Year 4 receive instrument tuition (WCIT) on a weekly basis for the whole year to develop the knowledge and skills they need to learn to play the clarinet. This is taught by a music specialist and each session lasts for 45 minutes.

**Displays:**

There is a whole school music display which celebrates the children’s learning from their music lessons. The display consists of photographs from the children’s music lessons and a brief explanation to explain what the children have been learning.

**Assessment:**

The children’s learning in music is assessed using formative assessments. The music specialist leads the assessment with the support of the class teacher. Formative assessment is used to inform future planning, differentiation and support and challenge. The children’s progress is monitored using the music assessment framework and includes five key areas: singing, playing, improvising and composing, listening, notation and use of technology. The assessment is split into EYFS, KS1, LKS2 and UKS2. Class teachers use videoing, photographs, pupil voice and key vocabulary as a way of monitoring the coverage and progress of their music lessons. This allows the subject leader to monitor the coverage, standards and progress of each year group.

**Inclusion:**

Music is planned for according to the individual needs of the children – in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the music curriculum including:

* Ensuring familiarity with instruments
* The use of small steps during practical tasks
* Differentiated tasks that are adapted to meet the needs of pupils
* Additional adult support to ensure the development of skills
* Suitable resources that support learning and allow full participation

In addition, a small number of SEND children follow the Can Do Music intervention which supports communication and confidence through Music.

**Monitoring:**

Music is monitored by recording videos in lessons to track skills progression throughout the year. The subject leader uses this to look at the outcomes from each half term and identify the learning and understanding taking place and establish the impact of the teaching. The subject leader also uses lesson drop-ins to review the provision from the outside provider to ensure consistent and high quality teaching and learning for all of our children.

**Parents:**

We encourage all parents and carers to attend school events such as choir performances, end of year production, class performances instrument concerts and liturgical events. We share information regarding The Oldham Music Service and further opportunities for the children to take part in. Parents are provided with updates through the school website, Twitter and the weekly newsletter that provide a snapshot of the children’s learning. At the end of the academic year, parents are provided with an update on the children’s attainment in music and comments relating to the children’s music learning.

**How do we know our children have made progress?**

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 and the skills progression document. Children develop their knowledge of genres, composers and musical pieces through a range of activities. Pupils demonstrate their knowledge and understanding of music through performances and celebrations of achievements. Children understand the significance of music to everyday life and can associate music to different periods of history and traditions.

**Extra-Curricular Provision**

We have a School Choir for KS2 children. There are approximately 25-30 children who participate in this lunchtime activity. The choir has sung at events including:

* OMC Christmas Festival – part of the massed chorus of 150 singers accompanied by orchestra
* The Irish Word Heritage Centre, Cheetham Hill – the choir were the entertainment for the 150+ guests at the Irish Community Christmas Dinner
* The school Christmas Carol Service and Easter Liturgy