St. Joseph's

Catholic Primary School

Music Policy

Last Reviewed Date – January 2024

Music Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:

Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners,** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them to experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

INTENT:

Music is a big part of life at St Joseph's and our Kapow Primary Music scheme has been adopted to help children feel that they are musical and to develop a life-ling love of music. Skills, knowledge and understanding are developed in our children for them 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.

Learners at St Joseph's will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening to 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, problem solving, decision making and presentation and performance skills. These skills are vital to our children's development as learners and have a wider application in their general lives outside and beyond school.

Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum.

Understanding Different Types of Knowledge in French

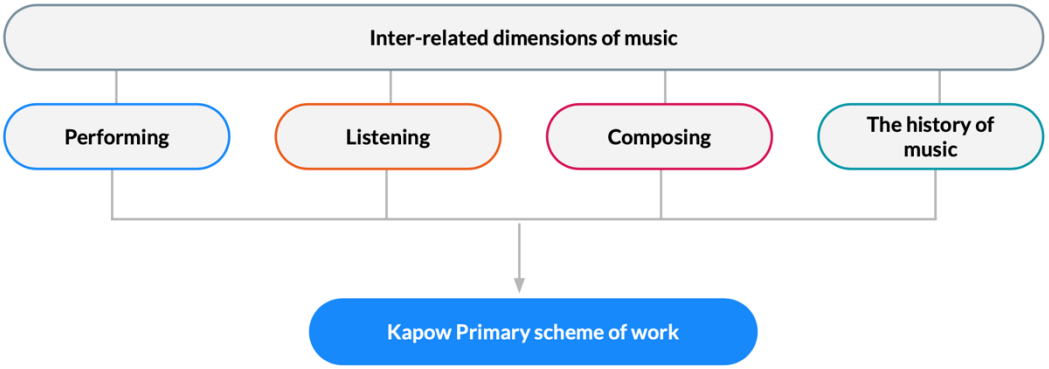
Substantive Knowledge

This is the key content for each unit, for example the key musical vocabulary to describe yourself or others. The substantive knowledge for each year group is outlined in our Music Vocabulary document.

Disciplinary Knowledge

Disciplinary knowledge refers to the musical skills used and developed in each lesson. In the Kapow Primary Music scheme, these are known as the inter-related dimensions of music.

How is the Music scheme of work organised?



The spiral curriculum is designed to regularly revisit children's prior learning, allowing them to recall and build on their previous experiences.

CURRICULUM IMPLEMENTATION:

3D Curriculum

This is a term that we use at St. Joseph's which defines the way we have planned our curriculum. It is a curriculum that promotes remembering. Our philosophy is that knowledge can't empower if it is forgotten. So as well as planning a rich curriculum with high quality material, we have also structured it in a way that makes remembering almost inevitable.

Using our long-term 3D curriculum plans, leaders will then:

Create a medium plan for each unit of work, highlighting the vertical, horizontal and diagonal links across subjects and year groups to create a memorable curriculum.

Vertical: 'high yield' concepts deliberately constructed within a subject that are encountered across year groups - for example, understanding pitch and tempo. This can be explored through Musical Movement in EYFS, right up to Year 6 with the theme of Fingal's Cave.

Horizontal: Links between subjects, commonly known as 'cross-curricular'. For example, Year 3 pupils will cover singing techniques of The Vikings, which will support their learning in History in Year 4.

Diagonal: Concepts connected across both year groups and across subjects; these are our Golden Threads which weave throughout our curriculum both across subjects and year groups

Diagonal Curriculum Golden Threads

Our curriculum has been designed to give children key knowledge about their identity and their place in the world. Children need to know how modern-day society has been shaped and the impact they can have in the future. Through our curriculum we ensure that children are ready for the next stage of their learning journey.

We help children to achieve our aims through our key knowledge threads:

- Diversity
- Identity
- Community
- Sustainability
- Equality

Lessons in the Kapow Primary Music scheme are designed to take a holistic approach to music, in which the individual strands (performing, listening, composing, the history of music and inter-related dimensions of music) are woven together to create engaging and enriching learning experiences. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. Following a spiral curriculum, children progress in terms of tackling more complex tasks and doing more simple tasks better.

Lessons incorporate a range of teaching strategies, from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on'

and incorporate movement and dance elements, as well as making clear cross curricular links.

Beyond timetabled Music lessons, there are numerous opportunities for children to develop their confidence and performance skills through whole school performances, links with Church and private tuition in school.

Landing Points (Planning for Progression)

Within our 3D long term plan, in order to ensure that understanding is deepened each year, in relation to the vertical links, we have developed landing points. For each vertical link, landing points set out the typical expectations for knowledge and skill development at set times.

Landing points are an invaluable tool in helping teachers to ensure progression within every national curriculum subject. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals.

Early Years Foundation Stage

The education our children receive in the Early Years is of vital importance. As such, our EYFS curriculum is carefully designed to enable children to develop a strong foundation in all areas of learning. The curriculum is broad and balanced, covering all seven areas of learning and development. It is challenging and structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills and are best prepared to continue their learning journey in Year 1.

Our EYFS curriculum is challenging and is structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills. It is broad and balanced and has been carefully planned to support our whole school curriculum and our children's continued learning journey into year one. The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is still the opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

EYFS units are taught in Class 1 and prepare children to develop their skills as they progress through school.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils identified as vulnerable
- Pupils with SEND
- Pupils with English as an additional language (EAL)

We believe whole-heartedly that every pupil, regardless of their prior attainment, has the potential to achieve and excel in every area of the school curriculum.

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Subject leaders play an important role in supporting teachers to meet the needs of all pupils within their subject.

For more information, please see the SEND Policy, the SEND Information Report and Equality Statement.

CURRICULUM IMPACT:

- The teaching strategies that we use, accounting for cognitive science, such as retrieval practise, promotes long term learning.
- Our children demonstrate confidence, independence, resilience and a real thirst for learning. They are life-long learners.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a broad and varied curriculum, allowing each of them to flourish as individuals.
- Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are articulate and confident to talk about a wide range of topics.
- Our children are well prepared to access the challenges of the secondary school curriculum.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live.
- Our children actively respond to issues that arise to create a fairer and more sustainable world.
- Our children are well-rounded individuals who understand the importance of Gospel, Global and British values.
- They become responsible citizens who are independent, confident, life-long learners and are equipped to meet the challenges of a changing future – the people who God calls them to be.
- The Kapow Music scheme provides regular opportunities for summative and formative assessment and provides teaching staff with support and guidance to accurately assess pupils' attainment and progress.
- After the implementation of Kapow Primary Music, pupils should leave St Joseph's equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music throughout their lives.