



Love God, Love each other, Love Learning

*Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.*

## **Sacred Heart R.C. Primary School Policy for Music**

**PSALM 33:1-4** - Shout for joy in the Lord, O you righteous! Praise befits the upright. Give thanks to the Lord with the lyre; make melody to him with the harp of ten strings! Sing to him a new song; play skilfully on the strings, with loud shouts.

### **CURRICULUM INTENT**

As active Witnesses, we aim to equip our children with the skills to 'embody and translate the Word of God into songs, sounds and harmonies that make the hearts of our peers vibrate and encourage full participation in the liturgical mysteries that music can celebrate (Pope Francis, 04.03.20).

**THE DAWN CURRICULUM** is designed to allow children to endeavour, enrich and enjoy their learning.

**THE MUSIC CURRICULUM** is designed for pupils to make more music, think more musically and become more musical. This is achieved by delivering a curriculum, which builds upon three overlapping pillars:

- Technical: translating intentions into sound (through singing, instrument or music tech. in conjunction with notation, tablature or programming).
- Constructive: knowledge of how components come together through constructing/ composing and deconstructing/ listening & analysing music. This includes constructive concepts such as the musical dimensions (pitch, texture, structure, timbre, dynamics and duration) as well as scales, chords and keys.
- Expressive: music's provenance (history, culture, social context, geography, purpose & meaning), its application of the musical dimensions to give expression and its personal meaning and creative risk.

### **CURRICULUM KNOWLEDGE & SKILLS**

Long Term Planning ensures spaced-out encounters with a wide range of composers, musical cultures, traditions and genres each year (Appendix 1). The selection of music has been guided by the Model Music Curriculum, 2021. In KS1, learning is supported by the *Music Express Music Scheme* and in KS2, learning is supported with resources from *BBC 10 Pieces*.

Progressive National Curriculum Year Group end-points are described in detail within Appendix 3 for (i) Listening, Appraising and Responding skills, (ii) Performing (both vocally and using instruments), (iii) Composition and (iv) access of the inter-related dimensions of music. In completing all activities, children use a progressive musical vocabulary as described in Appendix 2. Medium Term Planning ensures that prior knowledge and skills are reviewed and then built upon each year. Within lesson success criteria, knowledge (I know) is addressed before skill (I can). As a

result of all of the above, the curriculum gradually builds proficiency in the following types of knowledge:

- Tacit knowledge: knowledge gained through experience/ enculturation e.g. singing assemblies.
- Procedural knowledge: knowledge exercised in the performance of a task e.g. selecting chord progressions.
- Declarative knowledge: facts and information e.g. styles, composers (music history), notation, keys, chords and works.

### **GENERALISING LEARNING: COMPONENTS & COMPOSITES**

To help pupils to generalise across instruments and styles, teachers break down complex activities (composites) into their component parts (their building blocks) within lessons. More broadly, the music leader has broken down the complex (composite) activity of making music into the following component parts. A narrower instrument choice aims to improve the expressive quality of pupils' sound production by the end of the pupils' time at Sacred Heart. Notation is taught from early in the year to allow the maximum amount of practice time for all pupils.

	Nursery	EYFS	KS1	Y3	Y4	Y5	Y6
Composites	Percussion Trolley: tuned & untuned.			Ukulele	Hand Bell	Ocarina	Samba
Components	Producing sounds to express feelings.	Move to, create and talk about music, expressing their feelings and responses.	Classifying and producing different types of sounds for a given effect/ purpose.	Chord tablature: C, G, F & Am  Notes: A, E, C & G  Rhythms: Crotchets, quavers, minim, semi-breve, breve and crotchet rest.	Scales (Major & Minor) Chords Sequences  Notes within known chords C: C, E & G G: G, B & D F: F, A, C Am: A, C, E  Rhythm: Time signatures. Triplets	Chords: Adding the 7 <sup>th</sup> e.g. D7.  Notes: D, E, F#, G, G#, A, B <sup>b</sup> , B, C, C#, D  Rhythm: Dotted rhythms Ties	Focus on Rhythm: building from proficiency to expertise when working independently and in thickly textured group performance.
Embedded and revised through use of the instrument of the voice as well as use of own instruments (if applicable) in regular music making sessions building technical, constructive and expressive progression.							

### **ENRICHMENT**

The school provides plentiful opportunities for listening to skilled musicians. This includes employment of musically skilled professionals, for example from Rochdale Music Service to teach Ukulele. In addition, enrichment experiences are regularly attended: Year 4 attend a musical concert each year as part of the school 11 before 11 programme. The school music leader runs a KS1 Singing Squad which aims to foster a love of singing. Through the School Choir, provision is then made to stretch those who have vocal training. Other enrichments include the option to take up extra-curricular instrumental lessons including flute, violin, guitar etc. All music learning is celebrated through performance within assemblies and concerts.

### **ASSESSMENT**

When making termly teacher assessments, teachers use AfL of whole-class component tasks - such as identifying which children are able to clap in time, for example. They also pay attention to

the progression of pupils through the three pillars mentioned earlier (technical, constructive and expressive) and through the Rainbow Skills document (Appendix 3). A best fit judgement is made.

### **CHALLENGE FOR ALL**

Teachers ensure that music is at the correct level of challenge by scaffolding learning for SEND pupils and applying the principles in the GMAT policy for Gifted, More Able and Talented pupils.

At Sacred Heart, GMAT pupils in Music are identified using the following characteristics.

1. Find it difficult not to respond physically to music
2. Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)
3. Sing and play music with a natural awareness of the musical phrase; the music makes sense
4. Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
5. Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

### **READING ACROSS THE CURRICULUM**

#### **Principle 1: Teaching of Skills**

Reading is of Prime importance at Sacred Heart. The school has robust systems and rich experiences for Quality First Teaching of reading as well as for reading interventions. Routine and rigour is evident with regards to phonics, Guided Reading, Reading for Pleasure, Daily Reading and Home-School Challenges. As a result, children develop the skills they need in order to access, enjoy and be challenged by their wider curriculum.

#### **Principle 2: Routine Application**

Given its importance, reading is a part of every lesson throughout the curriculum. They are hooked into this reading by making text-text and text-life links. Children are required to interpret meaning in their reading in a number of ways: take a text and think about the meaning in a new way e.g. expressing it differently through art, story, performance etc. Quality questioning is used (in line with Guided Reading). Use of technology for research across the curriculum fosters critical reading skills.

#### **Principle 3: Challenge, Appeal and Progression**

Staff identify relevant, challenging and appealing books and magazines for their curriculum topics and across the curriculum areas. Texts are found to challenge children with EAL, SEND and other identified groups (such as Pupil Premium, boys and the More Able). Vocabulary progressions have been developed for each curriculum area to drive progressive reading throughout the school.

**This policy will be reviewed at least every two years.**

#### **Appendix 1**



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#### **Appendix 2**



Progression in  
Musical Vocabulary fr

#### **Appendix 3**



Year Groups Music  
Rainbow.docx