



Our Music Curriculum

Intent

Sacred Heart's curriculum is closely designed around our school's mission and value statements and to support the development and needs of the pupils and families we serve. Our curriculum is designed to allow children to **endeavour, enrich and enjoy** their learning.

At Sacred Heart, for the Glory of God, we aim for pupils **to make more music, think more musically and become more musical.**

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).

Learning has been carefully considered by senior leaders to not only follow the National Curriculum but to ensure Music is taught in a holistic, engaging and coherent way. For example, selective instrument choice aims to improve the expressive quality of pupils' sound production by the end of the pupils' time at Sacred Heart. The school's long term music plan details the school music curriculum for each year group and also any schemes that the school has adapted for use in lessons (Music Express in KS1 and BBC 10 Pieces in KS2).

Long Term Music Plan

Implementation

The '**Every Lesson Should**' Rainbow document outlines the core learning activities that are the foundation for any music lesson delivered in 'The Sacred Heart Way'. Musical knowledge and skills within the **Dawn Curriculum** have been mapped out in **the Rainbow Skills and Progression in Musical Dimensions** document. This document ensures that learning is sequential and progressive for all year groups. The Rainbow Skills document is categorised into three parts for each year group: listening, composing and performing. **Vocabulary** has also been progressively mapped out and defined for each year group. However, a core vocabulary bank, made up of the inter-related musical dimensions, is defined and displayed in all classrooms and referred to in all lessons.

The Rainbow Skills document is used alongside adapted schemes (**Music Express & BBC 10 pieces**) to inform a **Medium Term Plan** that places emphasis on prior learning, key vocabulary, misconceptions and cross-curricular links. This encourages 'sticky learning'. Teachers use all of the above to plan a series of high quality lessons for all learners. Quality first teaching is also complemented by RMS who teach ukulele in year 3 and samba in year 6.

Assessment for Learning and **termly summative assessment tasks** allow teachers to make reliable assessments of pupils throughout the year. In this way, pupils' progress within and across the three pillars of musical progression (technical, constructive and expressive) is measured robustly.

Music Curriculum End Points: Rainbow Skills Progression

Impact

The impact of the curriculum is monitored rigorously by the subject leader to ensure all children benefit from access to the Dawn Curriculum. Such monitoring is used to inform the quality of learning and understanding that pupils have gained. As a result, and upon leaving Sacred Heart, our children gain the ability to ***make more music, think more musically and have become more musical.*** They develop a love of music and the skills required to develop this passion still further.