

Music at Holy Family RC Primary Oldham “Let us come before him with thanksgiving and extol him with music and song.” Psalm 95:2	
Aim	At Holy Family the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
Overview	The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next.
Implementation	<p>In the classroom students learn how to play an instrument, In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</p> <p>Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this ‘unit introduction’. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.</p>
EYFS	Music for EYFS students has a primary focus on singing and movement, developing the student’s listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be lead by their peers. Songs are linked to class topics when appropriate. Students are accompanied by a backing track –the backing track allowing for more diverse tumbrel palette and more direct approach to guiding students with actions. There is an annual Christmas show that the students rehearse for and perform in. Visual aids are sometimes used when teaching in EYFS to help all learners to access the lessons.
KS1	The KS 1 programme of study extends learning in EYFS, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments.
KS2	Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition, glockenspiels, keyboard skills, Garage Band. There are both performances to classmates, and the school They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others’ music, and their own compositions.
Impact	Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse.

	They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. As a result, pupils are ready for the key stage 3 music curriculum.
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