



**St Vincent's Catholic
Primary School**

To love, serve and learn as Jesus shows us

Music Curriculum Document

Intent

At St Vincent's, we aim to engage, motivate and inspire pupils to develop a love of music and to make it an enjoyable learning experience. Music is a unique way of communicating which can inspire and motivate pupils. It is a vehicle for personal expression, and it can play an important part in children's personal and cognitive development. Our music curriculum aims to reflect the culture and society that we live in, so that the teaching and learning of music enables children to better understand the world they live in.

The intention of our Music Curriculum is develop children's skills, knowledge and understanding to enable them to become confident performers, composers and listeners. Our children will experience a variety of genres of music from around the world and across generations, recognising the multicultural nature of our school and how we use music as a medium to explore and appreciate British and other cultures. Children will develop their musical skills through singing, playing tuned and untuned instruments, composing music and responding to music that they listen to. They will also hone in on transferrable skills which are key in their development as learners and have a wider application in their lives both inside and outside of school e.g. team-work, leadership, creative-thinking, decision-making and performance skills.

At St Vincent's we provide opportunities for our children that go beyond the classroom curriculum ensuring that music becomes a life-long love such as performing at multiple events (Christmas carols, care home, VFest etc.).

How is Music taught at St. Vincent's

Substantive knowledge

In Music, this refers to the inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure).

Disciplinary Knowledge

- Technical: the accurate physical production of sounds using the voice, an instrument or music technology - ability to use staff notation and other systems such as learning by ear or chord symbols for the communication of music.
- Constructive: knowledge and understanding of the musical elements in performance, composition and listening - knowledge and understanding of the components of composition.
- Expressive: consideration of musical quality in performance, composition and listening - knowledge of musical meaning and culture through history and across the world.

Pedagogy

A typical sequence of learning is as follows:

Context to new learning:

Recap and practice of concepts and themes already learned.

New learning:

Key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

Assessment:

Assessment suggestions are included in the Sparkyard planning and focus on one or more of the following domains each lesson:

Singing

Listening

Composing and improvising

Performance

Substantive Knowledge

Core concepts and topic knowledge

Disciplinary Knowledge

Application and interpretation of substantive knowledge (the inter-related dimensions of music).

**Musical
Knowledge**

In Early Years, children begin to build early schema which relate to concepts above. We use Sparkyard to deliver the requirements for EYFS Expressive Arts and Design for the National Curriculum for KS1 and KS2.

Our Music Long-term Plan maps the music units studied in each term for each phase over our 2-year cycle. Within each phase, learning builds on the previous phase of the 2-year cycle so that the order in which cycles are taught within a phase does not impact on children's progress.

Where children have SEND, adaptations will be made to learning as outlined in the Music SEND Adaptations document. Any provision outlined in a child's Individual Support Plan will also be used to inform adaptations in Music.

Curriculum Overview

EYFS Cycle A - Autumn	EYFS Cycle A - Spring	EYFS Cycle A - Summer
My Musical Classroom	Musical Patterns and Performing	Sound Stories
EYFS Cycle B - Autumn	EYFS Cycle B - Spring	EYFS Cycle B - Summer
My Musical Classroom	Musical Patterns and Performing	Sound Stories

Year 1/2 Cycle A - Autumn	Year 1/2 Cycle A - Spring	Year 1/2 Cycle A - Summer
Move to the beat	Exploring sounds	High or low
Year 1/2 Cycle B - Autumn	Year 1/2 Cycle B - Spring	Year 1/2 Cycle B - Summer
Time to play - exploring pulse and rhythmic patterns	Musical moods and pictures	Patterns with pitch - exploring pitch and melody

Year 3/4 Cycle A - Autumn	Year 3/4 Cycle A - Spring	Year 3/4 Cycle A - Summer
Hear it, play it! Exploring Rhythmic patterns	Painting pictures with sound	Sing, play, notate!
Year 3/4 Cycle B - Autumn	Year 3/4 Cycle B - Spring	Year 3/4 Cycle B - Summer
Playing with rhythm - playing together and rhythmic structures	Musical contrasts	Melody builders - exploring melodies and song structures

Year 5/6 Cycle A - Autumn	Year 5/6 Cycle A - Spring	Year 5/6 Cycle A - Summer
Rhythm builders - Exploring rhythmic layers	Music and words	Song ingredients - exploring melody, harmony and lyrics
Year 5/6 Cycle B - Autumn	Year 5/6 Cycle B - Spring	Year 5/6 Cycle B - Summer
We've got rhythm: rhythmic devices and structure	Musical effects and moods	Celebrating songs