



Intent

'Compose like a Musician'

The Music curriculum at St Aloysius' offers a broad and engaging curriculum with God at the centre, reflecting on prior knowledge and putting learning in the context of extending their own knowledge and growing closer to God.

Key knowledge and skills objectives are structured from Early Years to Year 6 with a focus on building upon prior knowledge and developing our pupils to 'compose like a musician'.

Where possible, music teaching is linked to pupils' termly topics. Prior knowledge is elicited at the start of each year and then pupils are given opportunities to practice and deepen their music knowledge.

Implementation

Staff have worked collaboratively to review the Creative Catholic Curriculum and ensure progression of knowledge and skills and coverage of National Curriculum objectives. This is mapped out in the whole school integrated units and in whole school overviews referring to the National Curriculum objectives.

The Music Subject Leader has created knowledge and skills progression maps for the subject area. These are central to planning process and form the basis of Music topic overviews and knowledge organisers. These documents are shared with parents at the start of each topic.

Prior knowledge is assessed through practical skills lessons at the start of each new academic year, teachers will use this knowledge (and previous teacher's assessments) to differentiate their planning appropriately to provide challenge and support. At the end of each topic covered, children will compose and perform a short piece demonstrating knowledge and skills that have been learnt and remembered, this may be embedded within a key stage performance. This is used as evidence to support teacher judgements in Music assessments.

Teachers plan creative and engaging lessons which focus on knowledge and skills in the Music National Curriculum mapped in the progression document for their year group. Teachers may also use the New Model Music Curriculum as additional guidance for their teaching. Key vocabulary is displayed in the classroom and referred to in lessons. These are also shared with parents and carers in the knowledge organisers.

Where possible, teachers plan for visits, visitors and performances to enhance the Music curriculum provision and to provide real-life experiences for pupils. Work is recorded through filming short clips of performances and lessons. Where appropriate, written examples of formal and informal notation (to evidence composition) can be recorded in knowledge books.

Impact

At the end of each Music topic, children will work either in groups or individually to compose and/or perform a piece of music or singing demonstrating the skills covered that term. Teachers use this and their formative assessment throughout the unit to give a judgement of 'working towards', 'expected' or 'greater depth' for the knowledge and skills demonstrated across the unit. This is then logged into the curriculum assessment document.

The Music subject leader and senior leaders monitor the data provided as well as samples of the written and recorded work, which are uploaded to the staff one drive. They also look at topic overviews and knowledge organisers and the yearly skills progression maps to ensure coverage of skills and knowledge.