



INTENT:

Music is defined by the National Curriculum (2014) as follows:

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon'

Relating to the power of music, the Model Music Curriculum (2021) states:

'Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school'

At St. Hugh's, our music curriculum is designed to embody these key principles, ensuring that children are given opportunities to create, collaborate with others and celebrate their music in a supportive and enriching musical environment enabling them to experience a joy and love of music.

In addition to our curriculum we also aim to provide a wider range of musical opportunities for our students including infant and junior choirs, a samba drumming ensemble, whole class drumming and ukulele tuition (selected junior classes), live music performances, individual instrumental lessons, weekly singing/music assemblies and an opportunity to perform and sing in a musical production each year. These additional activities enrich and strengthen our music curriculum and allow children to experience music more widely as part of the life of school.

In our school, music is also used to express our Christian spirituality, particularly within Christian worship. The children are encouraged to use their skills in music to participate in a variety of Christian activities such as liturgies, masses and prayer.

IMPLEMENTATION:

The music curriculum at St. Hugh's is based upon the key areas of learning as defined by the Model Music Curriculum 2021 (MMC). When taken together, these areas contribute towards an increasing development of musicianship:

Singing
Listening
Composing
Performing/Instrumental Performance

Children in KS1 & KS2 will receive equivalent to one hour of music teaching per week. This will consist of a weekly opportunity to listen to music (15 minutes) with the remaining 45 minutes either carried

...continued



IMPLEMENTATION (*cont.*):

out as a lesson per week or as longer 1hr 30 minute session completed weekly once every alternate half term.

The children will be taught a progression of musical concepts and skills in line with the 'Minimum Expected Standards' alongside the recommended content as outlined in the MMC. This delivery will also be supported by use of 'Music Express' in order to meet the subject content of the National Curriculum (2014) as outlined below:

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

For the **Foundation Stage**, musical activities are provided in line with the Early Learning Goals and following the recommended developmental steps as outlined in the 'Musical Development Matters in the Early Years' document (N.Burke 2018).

The following musical activities are also provided in addition to curriculum implementation:

Infant and Junior Choirs, Samba Drumming Ensemble (Y5&6), whole class drumming (Y3/4 & Y6) and ukulele tuition (Y3), at least one live music performance per year, individual instrumental lessons, weekly singing/music assemblies, an opportunity for children in all year groups to perform and sing in a musical production each year (FS/Infant — Nativity, Y3&4 Easter Play, Y5&6 — end of year production), additional singing for worship such as liturgies and Masses, additional opportunities working with the Lincolnshire Music Hub and annual musical events such as participating in the Lincolnshire CoOp Carol Service and the Lincoln Music and Drama Festival.

IMPACT:

The impact of our music curriculum is measured against the requirements of the MMC and the 'Minimum Expected Standards' document for each year group. Children will be assessed in line with the school's assessment system with reference to the four key strands of singing, listening, composing and performing. The school will record performances (audio and/or video) to provide evidence of ongoing music performance and provide regular live performance opportunities so that children, classes and groups can share their music making. In addition, music listening diaries will be used to provide evidence and measure impact of listening experiences.

