



# MUSIC AT SACRED HEART

We celebrate the differences between all people and their musical cultures and aim to recognise where we are different and where we share common ground. We also observe what happens when musical cultures, connect, cross over, fuse together and learn from each other. We aim to understand that music is a nonthreatening way for cultures to gain more insight into, and, respect for each other. Through exposure to many different musics we gain an understanding that we live in a culturally diverse and rich society.

Pupils are encouraged to ask questions and express opinions about any music that they encounter on their musical journey. Pupils have the opportunity to have their voices heard through pupil voice regarding their preferences and what has engaged them. The pupils can recommend musical pieces to be included in assemblies. Pupils will have the opportunity to both lead a group, and, work collaboratively with others, whilst respecting the part that everyone plays within the group.

Pupils are taught about copyright and creative ownership. The legal implications of downloading material and photocopying music.

Pupils are encouraged to be supportive when others are performing, or explaining their own work. An atmosphere of mutual respect is key to this. Music Assemblies often focus on cultures, communities and traditions that maybe different to our own in order to promote knowledge, understanding and acceptance of everyone. Collaboration, not competition, is promoted as a crucial key element of music making. In musical contexts, pupils are taught to see that working together is much more useful and powerful than competing against each other.



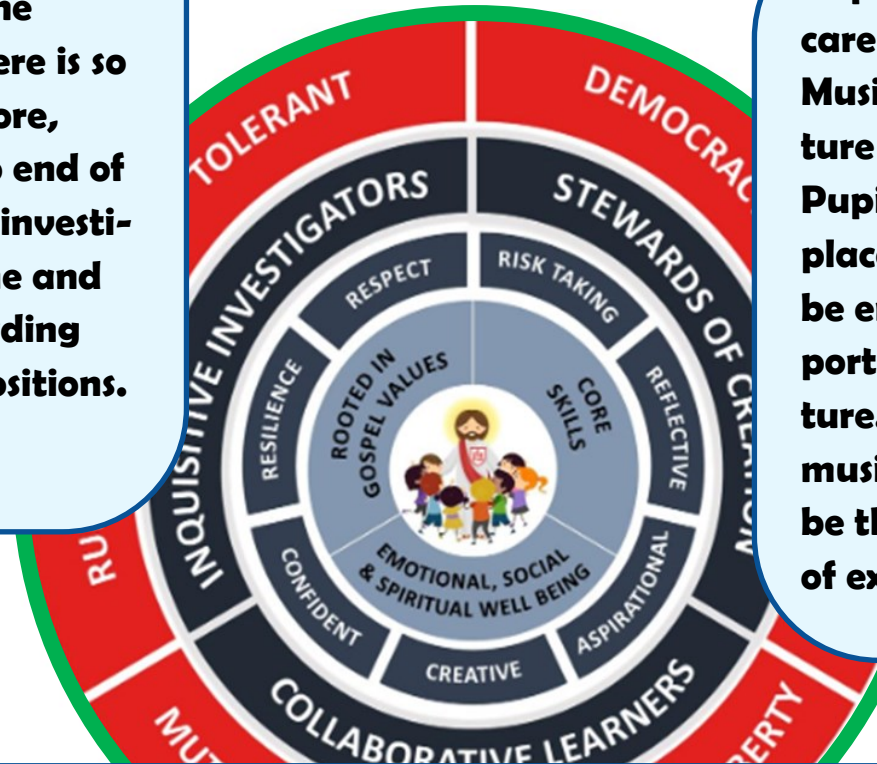
All pupils are invited to any musical clubs that occur after school. Performance events in the school will always involve the whole class. Teachers ensure that all pupils' contributions are valued and respected in music. All pupils will be shown that all races and nationalities can be celebrated through music. Pupils are taught to respect and enjoy that fact that different cultures have diverse musical traditions. In conjunction with events such as Black History Month, we can foster positive attitudes to all communities and learn from the discrimination of the past. All pupils have the opportunity to learn an instrument in a classroom setting. Involvement in musical activities promotes a shared sense of belonging.

With creativity comes choice. Pupils are given the responsibility to make positive independent choices knowing that they are in a safe, secure and supportive environment. We teach pupils that it is important to have confidence in their uniqueness and we encourage them to develop their own ideas, rather than assuming that other people always have superior ideas to them. Pupils are encouraged to challenge themselves in whatever they are doing.

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Pupils will be encouraged to make the best use of musical resources that are available to them and to search out more. As well as the school resource of Kapow, there is so much more out there to explore, such as BBC resources and no end of online music. Pupils can also investigate free music lessons on-line and many different ways of recording and sharing their own compositions.



Pupils are encouraged to take good care of all music resources in the school. Music of today informs music in the future and learns from music of the past. Pupils will learn the significance of their place within the musical timeline and be encouraged to make the most of opportunities that come their way in future. Pupils come to understand that music is forever evolving, and will never be the same twice. This gives us a sense of excitement and awe of God's creation.

Music is community, even if you are performing a solo - you still need an audience. Through music we can learn from each other and support each other and achieve much more than we ever could on our own. In reality, music only works if we work together. Music enables great focus with everyone having their own unique place in the jigsaw puzzle.

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**Pupils are expected to show respect for their environment and to everyone in it. By exposure to other cultures and peoples through music, pupils are encouraged to foster an enquiring and inquisitive mind about their musical traditions.**

**Music activities offer the opportunity for pupils to have exposure to risk-taking as they make decisions, and develop their ideas through to fruition. This gives them a platform to gain the understanding that risk-taking is a necessary part of the creative process. The aim is that they become less fearful about what might happen and more excited about all the possibilities.**



**Risk-taking leads to resilience alongside the ability to reframe past experiences and discard things that no longer serve us in a positive**

**Part of the musical process is to continually reflect on what we have achieved, what we are listening to and what we could change.**



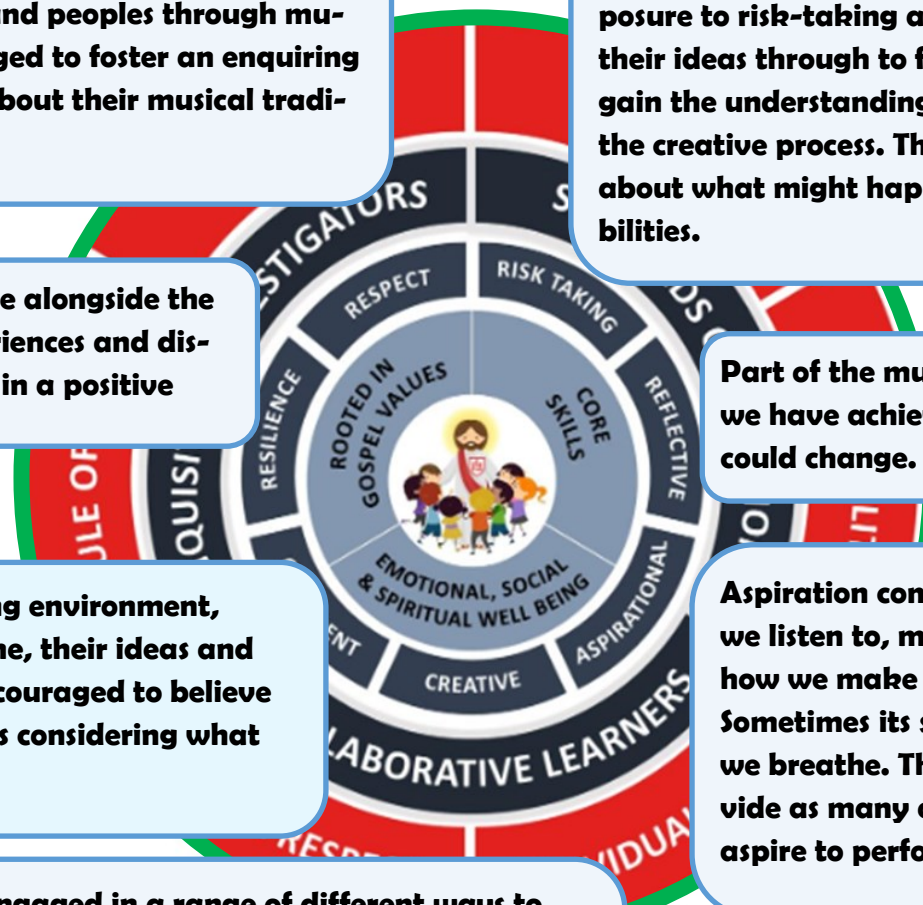
**Confidence is nurtured by a caring environment, where there is respect for everyone, their ideas and actions. One where pupils are encouraged to believe in themselves and be always considering what the next step could be.**



**Aspiration comes from so many sources in music. Music we listen to, music that we watch being performed and how we make music and perform with each other. Sometimes it seems subliminal, it's just in the air that we breathe. The aim of the music curriculum is to provide as many opportunities as possible so children can aspire to perform and contribute.**



**Pupils will be engaged in a range of different ways to create and record their music-making from the structured use of symbols and formats to improvising. These will be modelled by the teacher. Part of their challenge will be to decide the best way to progress with their ideas.**



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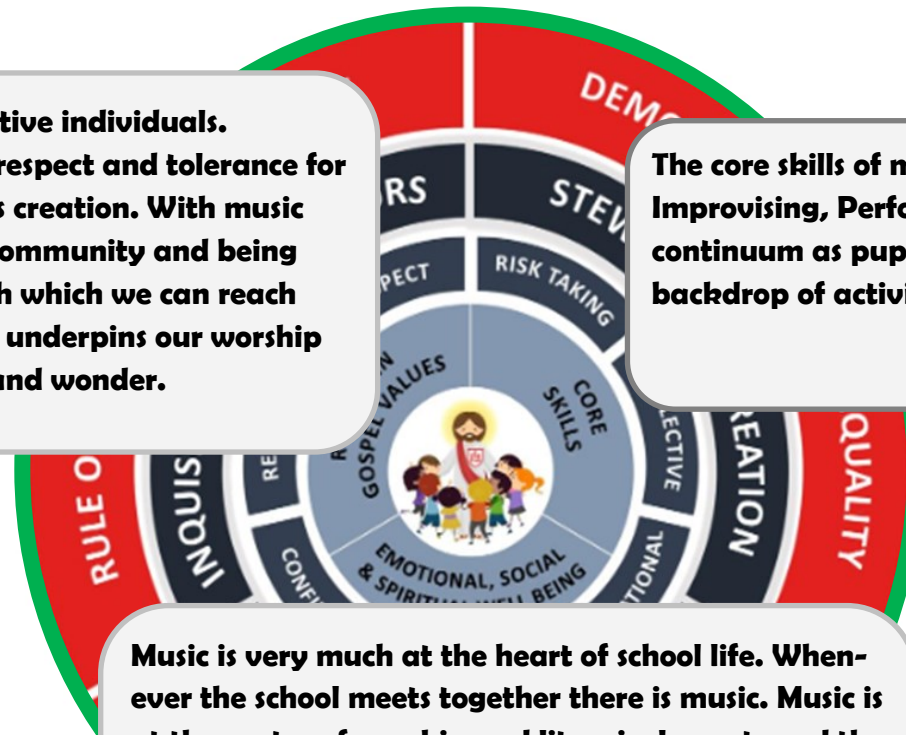


**Music nurtures us as creative individuals.**

**Through music we learn respect and tolerance for all other peoples in God's creation. With music we nurture the sense of community and being part of God's Family with which we can reach out to each others. Music underpins our worship with a sense on oneness and wonder.**

**The core skills of music- Active listening, Composing and Improvising, Performing and Singing - will be taught as a continuum as pupils progress through the school, against a backdrop of activities and projects.**

**Music is very much at the heart of school life. Whenever the school meets together there is music. Music is at the centre of worship and liturgical events and the focal point for class productions - in and outside the school. We meet with other schools to perform at the O2 or more locally in Ware. Music is also used to support the delivery of other subject areas.**



# SUBJECT INTENT MUSIC

The intention of music at Sacred Heart is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.



## Intent— We aim to...

develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music

develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

develop transferable skills such as team-working, leadership, Creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum.

provide opportunities for extra-curricular activities including performances in and out of school



## Implementation — How we will achieve our aims...

### Consistent & systematic approach

The music curriculum at Sacred Heart is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage.

Music at Sacred Heart takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

### Progression and differentiation

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge.

### High quality scheme

At Sacred Heart, we use the Kapow scheme of work for music.

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.



### Enrichment

The instrumental scheme lessons complement the Kapow Primary scheme of work and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

At Sacred Heart, we offer peripatetic lessons in several instruments including piano and guitar. We also use Rock Steady Music School for in school Band lessons. We have an active choir who perform throughout the year in various in-school events and in the wider community such as at the Royal Albert Hall, the O2 or Wembley. Each year, the year 6 children take part in the Hertford and Ware Schools Christmas concert and the year 5 children perform at the Hertford and Ware schools music festival. Every year group also takes part in a musical play throughout the year, whether that be Christmas, Easter or a summer play. We also have weekly singing assemblies and sing in assemblies at least three times a week.

## **Impact — How we will know we have been successful...**



Teachers record the start and end of every unit to allow for assessment and to demonstrate progression.

Pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

By the time pupils leave Sacred Heart school they will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Exploring Sound	Christmas songs	Music and Movement		Transport	Big band
Year 1	Pulse and Rhythm	Christmas Play	Musical Vocabulary		Timbre and rhythmic patterns	Pitch and Tempo
Year 2	West African	Christmas Play	Orchestral Instruments		Musical Me	Myths and Legends
Year 3	Instrumental Scheme South Africa	Developing Singing Technique	Instrumental Scheme Caribbean	Easter Play		Pentatonic Melodies
Year 4	Body and Tuned Percussion		Changes in pitch, tempo and dynamics	Easter Play	Samba	Motifs
Year 5	Composition Notation	Blues	Music festival	South and West Africa	Composition for Holi	Year 5/6 Play
Year 6	Dynamics, Pitch and tempo	Carol concert	Theme and variations	Baroque	Composing and Performing leavers' song	Year 5/6 Play

In addition to NC requirements

## The national curriculum for music (2014) aims to ensure that all pupils:

1. **perform, listen to**, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
2. learn to sing and to use their voices, to create and **compose** music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
3. understand and explore how music is created, produced and communicated, including through the **inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

## EYF5

### NC—EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### COMMUNICA- TION AND LAN- GUAGE

##### DEVELOPMENT MATTERS (NON-STATUTORY)

Listen carefully to rhymes and songs, paying attention to how they sound.  
Learn rhymes, poems and songs.

#### PHYSICAL DEVELOPMENT

##### DEVELOPMENT MATTERS (NON-STATUTORY)

Combine different movements with ease and fluency.

#### EXPRESSIVE ARTS AND DE- SIGN

##### DEVELOPMENT MATTERS (NON-STATUTORY)

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

### . ELG—BEING IMAGINATIVE AND EXPRESSIVE

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

#### EXPRESSIVE ARTS AND DE- SIGN

#### ELG BEING IMAGINA- TIVE AND EX- PRESSIVE

##### DEVELOPMENT MATTERS (NON-STATUTORY)

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC	ADHD	Cognition	SEMH
<b>Barriers identified by SENCo/Class teacher</b>	<p>Difficulty in hearing instructions and music from teacher/peers</p> <p>Filtering noise to hear what is important</p> <p>Not being able to hear group composition</p>	<p>Difficulty in seeing keys, holes, detail on instruments</p> <p>Difficulty seeing notation</p>	<p>Control when using instruments such as beating correct place or covering correct hole</p> <p>Difficulty when covering more than one hole and swapping notes</p> <p>Keeping tempo</p>	<p>Difficulty recalling instructions</p> <p>Difficulty recalling prior learning (long and short term)</p>	<p>Excessive noise and movement-overstimulation</p> <p>Difficulty staying quiet during listening</p> <p>Sharing space and equipment with others</p> <p>Temptation to mistreat instruments by hitting too hard</p>	<p>Waiting and frustration</p> <p>Fairness</p> <p>Organisation of resources</p> <p>Maintaining attention</p> <p>Difficulty staying quiet during listening</p>	<p>Difficulty in understanding notation and musical elements</p> <p>Difficulty recalling prior learning (long and short term)</p> <p>Keeping tempo</p>	<p>Motivation</p> <p>Participation</p> <p>Team/partner work</p> <p>Sharing materials and "air-time"</p>
<b>Solutions Identified subject lead, SENCO and class teacher</b>	<p>Pictorial representations</p> <p>Separate, quieter room for composition</p> <p>Smaller group</p> <p>Vocab lists and explanations</p> <p>Position within the class</p> <p>Training for staff</p>	<p>Enlarged resources</p> <p>Knowledge organisers</p> <p>Technology such as Garage Band</p> <p>Training for staff</p> <p>Coloured instruments that associate to coloured notes</p>	<p>Knowledge organisers</p> <p>Work in a slower paced group</p> <p>Coloured instruments that associate to coloured notes</p> <p>Symbols and letters for notation</p>	<p>Knowledge organisers</p> <p>Pre and re-teaching</p> <p>Symbols and letters for notation</p> <p>Coloured instruments that associate to coloured notes</p> <p>Only play first note/beat of a bar</p>	<p>Symbols and letters for notation</p> <p>Coloured instruments that associate to coloured notes</p> <p>Work separately with 1:1 if necessary</p> <p>Smaller groups</p> <p>Quieter area</p>	<p>Knowledge organisers</p> <p>Step by step instructions</p> <p>Symbols and letters for notation</p> <p>Coloured instruments that associate to coloured notes</p> <p>Reminder about care</p>	<p>Knowledge organisers</p> <p>Word banks</p> <p>Symbols and letters for notation</p> <p>Coloured instruments that associate to coloured notes</p> <p>Slower paced group</p> <p>Only play first note/beat of a bar</p>	<p>Clear end points</p> <p>Clear expectations</p> <p>Modelling and explanations clarity</p> <p>Smaller groups</p>

- Clarity of instruction, explanations and modelling are crucial
  - Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
  - For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating