



Music

At St Paul's, pupils are given the opportunity to develop their understanding of what music is through listening, singing, playing, evaluating, analysing and composing. This helps them to flourish in their journey to the fullness of life.



Our Vision for Music

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At St Paul's, 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. We are committed to developing 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 aim to help children in understanding the value and importance of music in the wider community, and to ensure that they are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts.

Our curriculum has been adapted to ensure that opportunities for all learners are equal, irrespective of SEN, gender, ethnicity, background or beliefs. We focus mainly on musical appreciation and practical skills so that all learners have an equal chance to succeed, regardless of language gaps and written barriers to learning. Pre-teaching of technical musical vocabulary provides all students with more knowledge and confidence when approaching a new topic/unit of work.

Rationale – Why we do what we do...

Over the past few years, St Paul's have found like nationally, that there has been a difference in the language skills of children as they enter in Reception. We have also noted a marked difference in the children's levels of independence, resilience, ambition (skills for life), this along with a need to promote a more deep rooted love of reading, has prompted us to shape our curriculum with greater emphasis in these areas.

Immediately after the Covid pandemic, our main focus was to ensure that children in each year group were, once again, having regular class music lessons, including access to a variety of musical instruments, and learning how to read musical notation. Initially, the 'Charanga' music scheme was being used.

Comments from staff and pupil voice questionnaires are always taken into account, and we are continually striving to develop and improve our music provision. Following consultation with staff during the academic year 2022-2023, the Get Set 4 Music scheme is now being implemented. As of September 2023, all members of staff are committed to using the new scheme of work in order to help children in gaining a deep rooted love of music, including reading musical notation in Key Stage 2.

The inter-related dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation) feature throughout our teaching, with a range of musical genres also included. Planning is well sequenced and can be easily adapted to ensure all pupils can access the lessons. The Get Set 4 Music scheme provides clear learning objectives, key vocabulary and assessment guidance to ensure good progress. Staff are encouraged to allow children with musical talents to use their skills during practical class music lessons, particularly during composition activities.

Our Music Development Plan was written on 04.06.2024 and it is being reviewed and updated termly. We are currently focusing on the following areas:

- ensuring that teachers and learners feel confident in understanding musical terminology/notation and how to apply it in lessons
- providing regular CPD opportunities for staff (including using Encore Enterprises)
- completing composition tasks and evidencing results in Music books and/or on Tapestry/Seesaw
- mapping long-term singing
- establishing links with our closest secondary school, The Bishop of Hereford's Bluecoat School.

How do we enable children to learn more and retain more?

Timings and timetable:

In Reception, Music is taught as part of the 'Expressive Arts and Design' curriculum. Children experiment with different ways of speaking and singing rhymes and songs– changing volume and pitch (e.g. whispering, shouting, squeaking, growling, speaking slowly, quickly etc.) They also carry out circle games, dance sessions, and lessons using un-tuned percussion instruments. Across the rest of the school, Music is taught using the Get Set 4 Music scheme of work, as well as being part of our Topic curriculum alongside Art, History, Geography and Design and Technology. In order for children to be excited and inspired, it is important to us that they are fully immersed in the learning and can make links to other knowledge acquired– within Music and across the curriculum, rather than seeing learning in isolation. Where possible, teachers include topic-related songs and listen to pieces of music which fit in with their theme. Class assemblies are often used to showcase the musical learning which has been taking place. A good example of this would be a 'Food'-themed Year 5 assembly, with the class performing 'Food, Glorious Food', as well as song in the French language. Within each year group, the timetabling of Music is flexible, depending on the topic learning journey. However, the timings average to approximately 1 hour per week. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression. Music is taught by class teachers and during PPA sessions.

Music– An Overview:

Our music curriculum ensures that students listen, sing, play, perform and evaluate. This is embedded in classroom activities as well as our weekly 'Songs and Praise' assemblies, various concerts, productions and performance opportunities, the learning of instruments, and the joining of one of our musical ensembles. The elements of music are taught in our 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. In the classroom students learn how to play different instruments as they progress through the school, gaining knowledge of creating notes, as well as how to read basic music notation. They also learn how to compose by focussing on different dimensions of music. This feeds their understanding when listening to, playing, or analysing music. Performing and composing using body percussion and vocal sounds is also part of the curriculum, which develops the pupils' understanding of musical elements, without the added complexity of playing an instrument.

We always seek to ensure that everyone can take part in music sessions at St Paul's and we vary our teaching to cater for all learning styles and all needs. The combination of musical appreciation, listening, performing and composing enables all children to thrive. As has already been mentioned, there are numerous opportunities for our most talented musicians to showcase their skills in front of parents, carers and other pupils.

Assessing Outcomes in Music

Whilst at St Paul's, children have access to a varied musical programme, which allows them to discover areas of strength, as well as areas that they might like to improve upon. They are able to access fundamental abilities such as achievement, self-confidence, interaction with and awareness of others, and self-reflection. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. Music will also 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, performer or creator. They can dissect music and comprehend its parts, they can sing and feel a pulse, and they have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Teachers regularly review learning and knowledge within and after music lessons and adapt their teaching as a result. In Reception, all children have a personalised 'Learning Journey' using Tapestry which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate. As they progress through the school, children discover and learn more about Music, mainly through the Get Set 4 Music scheme of work. All teachers have been given copies of the Get Set 4 Music 'Progression Ladder' documents for composing, listening and performing, and they are clear about the children's acquired knowledge and experimentation of skills linked to Music. The 'Vocabulary Pyramid' document gives further guidance about progression. Teachers use the outcomes listed in the Get Set 4 Music scheme of work to assess ongoing attainment and progress.

The Music subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, informal lesson observations and matching actual outcomes to intended outcomes as identified in the Music 'National Curriculum- Knowledge, Skills and Vocabulary' document. The sequential planning of the Get Set 4 Music scheme shows clear progression. From the subject leader's monitoring, key actions are given to the teacher and are re-visited frequently. The Music subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leader uses the information given to them to hold Governor sub-committee 'Curriculum and Achievement Meetings' each half term. These are in addition to the Pupil Progress Meetings that identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop the children's skills for life. Music, in particular, gives children vital performance opportunities and helps them to develop their confidence.

St Paul's music department is highly regarded for both vocal and instrumental accomplishments. We enjoy playing and singing music from a wide range of genres, including and enthusing children from the very youngest to the eldest members of our school. Our school choir has gained an excellent reputation over the years and we regularly sing at events in and around the local area. There are numerous opportunities throughout the year to perform to friends and families in school music concerts, productions, assemblies and church services. A high proportion of our children receive peripatetic instrumental lessons during school time on instruments such as piano, guitar, drums, violin, flute, oboe, bassoon and trumpet. Our school orchestra has had a particularly successful year, being awarded the Young Performers' Award at the Herefordshire Performing Arts Festival in March 2023. In October 2024, members of our school choir took part in a joint concert with the Hereford Concert Band, with a view to encouraging more children to take up wind and brass instruments.

Please see below the 'Music' Enrichment Overview:

Year Groups	Enrichment Opportunities
Rec	Reception Nativity (performed either in school or at St Paul' Church), End-of-term church services (Harvest, Easter etc.), Chinese New Year Celebrations – using instruments as part of a New Year Parade and listening to music for a dragon dance, Using instruments in an Easter Parade, Class assemblies, Visits from Pedro.
1	Key Stage 1 Nativity (performed at St Paul's Church or The Bishop of Hereford's Bluecoat School), End-of-term church services (Harvest, Easter etc.), Class assemblies: topic-related musical performances, Theme Days- glockenspiels, Boomwhackers etc.
2	Key Stage 1 Nativity (performed at St Paul' Church or The Bishop of Hereford's Bluecoat School), End-of-term church services, Class assemblies: topic-related musical performances (e.g. London's Burning- hand bells). From the summer term of Year 2 upwards, children have the opportunity to join the school choir. There are numerous performance opportunities for choir members. Year 2 children are also able to have instrumental music lessons with peripatetic music teachers from Encore Enterprises (the Herefordshire Music Service). They may take part in class assemblies or whole-school concerts.
3	In Year 3, many children take up the opportunity of learning musical instruments with specialist teachers from Encore Enterprises. Performances are given to family members at events such as class assemblies and concerts throughout the year. All children are encouraged to participate in assemblies, church services, concerts and celebrations. Part-singing is strongly encouraged.
4	Our Year 4 children participate in whole-school celebrations such as the Harvest Festival, Christingle Service, and the Summer Gala, and they link their music-making with their topic work. Children who play orchestral instruments often start attending orchestra rehearsals from Year 4.
5	By Year 5, many of our instrumentalists are able to perform on-stage (holding their own parts) with great confidence. In their class assemblies, they sing topic-related songs, often linking with their French lessons. Class music sessions encourage music appreciation and composition.
6	In Year 6, pupils usually perform a special musical show at the end of the summer term. Year 6 children often give highly accomplished performances in our instrumental music concerts too. In 'Songs and Praise' assemblies, Year 5 and 6 children are encouraged to help the younger children with part-singing. They also help to operate the sound system and instrumentalists are given the opportunity to accompany the hymns and songs.

We are very keen to raise the profile of music at St Paul's and we are constantly looking to improve and develop our practice. Through our Parent Days, Music Days, displays, assemblies, productions and concerts, we hope to instil a life-long love of music in our pupils.

Environmental Links

Music– Opportunities for children to make a positive difference to the environment.

This is currently under review. Members of the teaching team at St Paul's are being encouraged to make links to the environment in all subjects. Ideas for links with Music as a subject include nature- birdsong, water music etc. When carrying out 'Listening and Appraising' tasks, children should be encouraged to think about ways in which they can appreciate and look after the natural world. A number of our favourite assembly songs also cover this topic, e.g. 'When your Father made the world (Help your people to care for Your world)', 'He's got the whole world in His hands', 'Lord, I pray'.

Year Groups	Topic	Making A Positive Difference
Rec		
1		
2	Designing and making junk model instruments (cross-curricular Music, DT & Eco School project)	Children enjoy using their junk model instruments to create and perform a musical composition.
3		
4		
5		
6		

