

Music lies at the heart of St. Mary's.

The children participate in some kind of musical activity most days, whether that is singing, learning a musical instrument with peripatetic teachers, performing, listening, composing or evaluating the musical works of others. We believe music has value as an academic subject which lies in its contribution enjoyment and enrichment, for social benefits, for those who engage in music seriously as well as for fun.

Singing is a large part of St. Mary's school life.

The children sing as a whole school or in their Key Stage throughout the week. This has been proven to encourage greater self-esteem, enjoyment and engagement in class, and is a great stress relief. Material begins with counting songs fostering a child's mathematical ability, as well from different cultures increasing a child's knowledge and understanding of the world. By the end of KS2, children are singing complicated canons and two/three part harmonies.

<https://saint-marys-catholic-voluntary.primarysite.media/media/danny-boy>
<https://saint-marys-catholic-voluntary.primarysite.media/media/victorian-day>

KS1 The children formal musical education starts as soon as they enter the school. Children are given many opportunities to sing and explore un-tuned and tuned percussion instruments throughout Key Stage, with organised progression skills, which are revisited frequently throughout their primary years.

KS2 Children are expected to start composing more structured pieces of music either in small groups or as a whole class. This encourages improved social and listening skills in addition to the many musical skills and vocabulary that are being taught. The focus of these lessons is on the seven common musical elements: tempo, dynamics, pitch, structure, texture, timbre and duration (rhythm).

We have a number of peripatetic instrumental teachers who currently offer guitar, violin, flute, clarinet and saxophone lessons. Pupils are encouraged to take up an instrument and are taught during the school day.

Class 3 currently have the opportunity to learn as a whole class (Wider Opportunities) steel pans.

Wider Opportunities is a 30-week instrumental programme of whole class instrumental teaching delivered by specially trained teachers. Programmes are offered in four instrumental categories: Woodwind, Brass, Strings and World Percussion.

- These programmes are designed to meet the requirement of the National Plan for Music Education Core Role 1 and contributes to a broad and balanced curriculum.

“Ensure that every child has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year ... of weekly tuition on the same instrument”

Core Role 1 - National Plan for Music Education (NPME)

<https://saint-marys-catholic-voluntary.primarysite.media/media/wider-ops-teaching-body-percussion-with-class-thr>

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Teaching and

Children who learn music at any level learn self discipline, expression through sound, fine motor skills, further develop problem solving skills, learn how to co-operate and collaborate with others, learn how to ignite the creative and critical mind. Most importantly, if the children come away understanding that music offers all those qualities in addition to the enjoyment in listening casually with great attention, then St. Mary's has achieved this aim.

FINLANDIA

Watch the BBC's Sibelius Ten Pieces film.

Sibelius was best known for writing music inspired by the Finnish landscape and its legends.

Sticky Knowledge

Finland was declared a neutral zone in 1917. The country was under Swedish rule until 1809.

Pitched and un pitched percussion instruments

Practice Body Aralia's in the hall or The Mountain King's body percussion using "Body's Kitchen Music Lesson" on YouTube.

QR codes and a portrait of Jean Sibelius are also visible.

Class 1

High
Low
Listen
Music
Pattern
Allegro - Quick
Andante - Walking Speed
Adagio - Slow
Dynamics
Forte - Loud
Piano - Quiet
Song
Pulse / Beat
Pitch
Unison
Solo

Class 2

Rhythm
Beat / Pulse
Rest
Timbre
Allegro - Quick
Andante - Walking Speed
Adagio - Slow
Dynamics
Forte - Loud
Piano - Quiet
Crescendo
Diminuendo
Melody
Percussion
Canon
Ostinato

Class 3

Aural
Compose
Expression
Improvise
Musician
Conductor
Recall
Tempo
Tunefully
Ostinato
Structure
Perform

Class 4

Composer
Ensemble
Chord
Posture
Accompaniment
Composition
Phrases
Theme
Expressively
Projection
Posture
Texture

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress.

Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these grades.

KS1 Pupil Voice Questionnaire

- **What do you enjoy most about your music lessons and why?**
- **What do you enjoy least about your music lessons and why?**
- **Do you enjoy singing?**
- **Do you enjoy singing on your own or as part of a group?**
- **Would you choose to come to a music lesson even if you did not have to?**
- **Do you like watching / listening to musicians play their instruments**
- **What instrument do you think you'd like to learn in the future?**
- **Do you enjoy playing the different percussion instruments?**
- **Which sound do you like the most?**
- **What song have you enjoyed singing and why?**

KS2 Pupil Voice Questionnaire

- **What do you enjoy most about your music lessons and why?**
- **What do you enjoy least about your music lessons and why?**
- **Do you enjoy singing?**
- **Do you enjoy singing on your own or as part of a group?**
- **What is your favourite instrument?**

If the opportunity arose, would you like to learn to play that instrument?
- **Do you like watching / listening to musicians play their instruments?**
- **Have you enjoyed listening to different genres of music**
- **Which composer have you liked the most and why?**
- **Do you enjoy playing un-tuned / tuned percussion instruments?**
- **Would you like the challenge of learning to read musical notation?**