



## Curriculum Drivers Music

### High Aspirations

Through music, we make certain that children have high aspirations. Each unit of learning includes listening to music by significant composers, music history and encourages the children to explore and investigate their own ability to compose. Children in KS2 have the opportunity to learn djembe drums and ukuleles taught by a trained professional musician. They also have opportunities to take part in clubs such as Sing and Sign and also choir. The impact of this has been that our children are exposed to many different genres of music and have experience of learning instruments all of which may encourage them to find jobs within the music industry. All children perform well in music, making great progress and enjoy taking part in performances.

### Moral Values

Through music, we ensure all children develop strong moral values around the Catholic Faith. During RE lessons, music skills are weaved in to support reflection on Bible stories, psalms, and key Bible teachings. These include calm, reflective music to help the children focus on their prayers, hymns and songs. As a school, singing and performing is also embedded throughout the school day, highlighting the importance of music within our curriculum. The impact of this is that all children understand that music is integral to all areas of learning. Children have a good understanding of moral values and show this in their music making.

We empower our children to be socially mobile by having a wide exposure music. Music is used to introduce key figures, for example, there is a whole school focus on Camille Saint-Saens as part of Bastille Day. Later in the year we celebrate World Music Day where each class is given a music artist or composer to focus on that day. Genres of music such as classical, jazz, blues and rock and roll are investigated through the Kapow music scheme. Many of our trips are also linked to culture. For example, Year 1 visit Chatham Dockyard and sing sea shanties as part of their day. Having a strong emphasis on culture and arts ensures children are exposed to different cultures and movements in history, in turn supporting their tolerance and social mobility.

### Emotional and Mental Well-Being

Through music, we equip our children to have the tools and ability to recognise, understand and manage their emotions. Every year group practises mindfulness sessions daily, many of these focus on listening to music for relaxation and/or reflection. Music is also used to enhance comprehension; children try to understand how the composer may have been feeling or the emotions which have been highlighted within the music they are studying. Children learn to understand different emotions and coping strategies through our whole school behaviour and relationship policy.

### Sporting Opportunities and Physical Health

Our music curriculum supports sporting opportunities and physical health. Children can explore music and dance within their physical education lessons and through clubs which have been offered as extra-curricular activities. Moreover, Muddy Puddle lessons also ensure children can spend much of their learning outside, in nature. We recognise that being outdoors enhances mental health for all children. An example of this is when Year 3 went outside to compose their music and perform their work to each other. Another example is when children discover that instruments can be made from sticks and stones. They have responded well to the challenge of making music with these readily available natural resources. The impact of this is positive mental health and wellbeing for both children and staff.