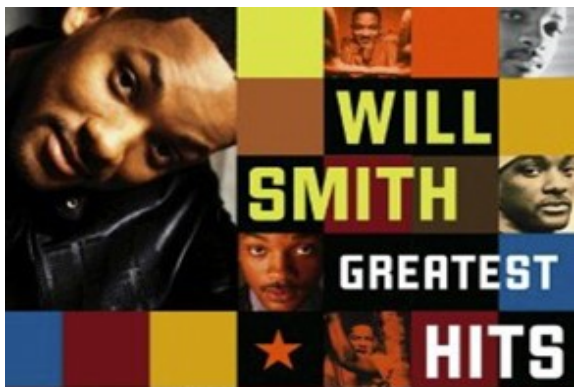
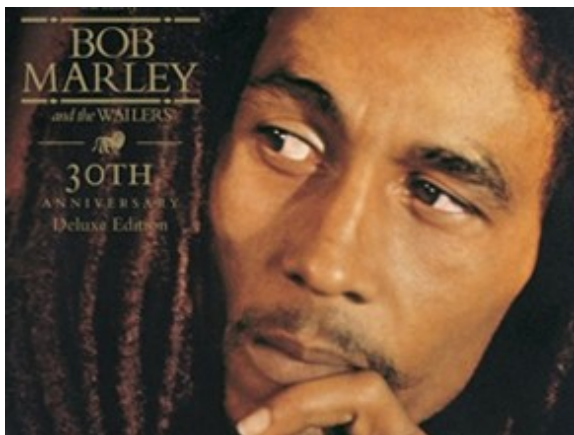




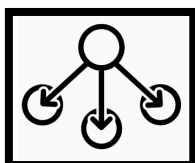
# SS. Peter and Paul

## Roman Catholic Primary School



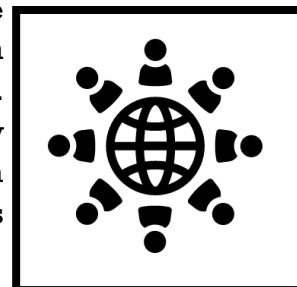
# Music Curriculum

# Music at SS. Peter and Paul: Intent



## Curriculum Drivers

**Cultural Heritage** - Genres, artists, musicians and bands, where possible and in line with the National Curriculum, have been selected to reflect the multi-cultural community of SS. Peter and Paul. From its early inception as a market town to the modern-day sprawling metropolitan that it has become, migration has played a significant role in shaping the city we affectionately know as Brum, as well as Britain as a whole.



The SS. Peter and Paul community reflects the diverse multi-cultural make-up of Birmingham, with many families tracing their cultural heritage to Ireland, the Caribbean, Poland and Eastern Europe and parts of Africa, amongst other places.

Our music curriculum celebrates multiculturalism via the genres of music that are studied.

**Aspirations** - All music content and topics are planned around the assumption that our pupils hold the ambition to study music at secondary school and into further and higher education. Our music curriculum is underpinned by knowledge that is pitched high, sequenced and taught in-depth. Our aim is to deepen pupil understanding and avoid simply teaching knowledge on a surface-level whilst also embedding a true love and appreciation for a range of music styles. All children learn to play an instrument and perform to an audience several times a year.



**Faith** - As a Catholic school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship. The Psalms bear rich testimony that in joy and sorrow, in praise and lament, the faithful raise their voices in song to God. Hymn singing was practiced by Jesus and his disciples (Matthew. 26:30). Music and singing are key to our acts of worship. We have a series of songs recorded for use during collective worship and class and whole school masses and assemblies and we have a wonderful teacher who leads us all in this. These have been linked to relevant scripture readings and come with a reflection and go forth which is linked to each song.



We live and learn in the light of Christ.

# Music at SS. Peter and Paul:

## Intent

**“Music gives a soul to the universe, wings to the mind,  
flight to the imagination and life to everything.”**

**Plato**

The people of God sing. After escaping from the Egyptians and crossing the Red Sea, the people of Israel sang a song to the Lord (Exodus. 15). Singing was part of Israel's formal worship in both tabernacle and temple (1 Chronicles. 6:31-32, 16:42). The Psalms bear rich testimony that in joy and sorrow, in praise and lament, the faithful raise their voices in song to God. Hymn singing was practiced by Jesus and his disciples (Matthew. 26:30). The Apostle Paul instructed the Colossians, "Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him" (Colossians. 3: 16-17). Music and song continue to play a vital role in the life of God's people today – and so it is at SS Peter and Paul Primary School. Practising music reinforces teamwork, communication skills, self-discipline, and creativity. These qualities are all highly sought out in the workplace and can often make the difference when a young person applies for a place at a selective university. Participation in music enhances a pupil's creativeness. Musical improvisation brings with it many benefits that can be transferred to other areas of life. When situations do not always go as planned, one has to improvise, and come up with new strategies. This type of situation can happen in any area of life, be it another academic subject or further down the line while in employment; and when it does, creativity is key. Similarly, music strengthens a person's perseverance and self-esteem—both qualities that are essential in having a successful career. Thus, music education can contribute to pupils' future careers and occupational endeavours. Participation in music also boasts social benefits for children. Music is a way to make friends. Participating in ensembles or performing in a show provides opportunities to socialise with like-minded people, make new friends and meet interesting people, who without the musical engagement they would not have had the opportunity to meet. Every time a pupil is involved in music, they have the chance to meet new people, and form lasting friendships.

# Music at SS. Peter and Paul:

## Implementation

Our music curriculum offers a steady progression from one year to the next, ensuring consistent musical development. All children are taught to play an instrument and we ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Lessons include many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Our music curriculum provides a classroom based, participatory and inclusive approach to music learning. Throughout the school, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to play instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. Key Stage Two children learn to play the guitar. Additional time is given over to gifted musicians, all of whom are provided with the opportunity to sit grading exams in whatever field they choose to study. A school choir has also been established and in the future we hope to take the choir on trips to provide additional avenues to promote the art of music.

### Curriculum Summary






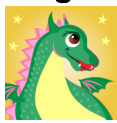




All children learn to play an instrument;

All children perform to an audience several times a year;

Children watch live musical performances and drama;

Music and singing are key to our acts of Christian worship.

# Music Overview

	Autumn	Spring	Summer
1	<p><b>Charanga</b> <b>Hey You!</b></p>  <p>(Old School Hip-Hop tune)</p>	<p><b>Charanga</b> <b>In the Groove</b></p>  <p>(Demonstrates different styles of music)</p>	<p><b>Charanga</b> <b>Your Imagination</b></p>  <p>(Building on all skills)</p>
2	<p><b>Charanga</b> <b>Hands, feet and heart</b></p>  <p>(Celebrates South African)</p>	<p><b>Charanga</b> <b>Zoo time</b></p>  <p>(Reggae song)</p>	<p><b>Charanga</b> <b>Friendship song</b></p>  <p>(Building on all skills)</p>
3	<p><b>Charanga</b> <b>Let your spirit fly</b></p>  <p>(R&amp;B)</p>	<p><b>Charanga</b> <b>Three Little Birds</b></p>  <p>(Bob Marley- Reggae)</p>	<p><b>Charanga</b> <b>The Dragon Song</b></p>  <p>(Building on all skills)</p>
4	<p><b>Charanga</b> <b>Stop!</b></p>  <p>(Rap)</p>	<p><b>Charanga</b> <b>Lean on me</b></p>  <p>(Bill Withers Sou/Gospel)</p>	<p><b>Charanga</b> <b>Blackbird</b></p>  <p>THE BEATLES Blackbird (The Beatles)</p>
5	<p><b>Charanga</b> <b>Livin' on a Prayer</b></p>  <p>(Bon Jovi- Classic Rock)</p>	<p><b>Charanga</b> <b>The Fresh Prince of Bel-air</b></p>  <p>(Will Smith- Old School Hip-Hop)</p>	<p><b>Charanga</b> <b>Plastic</b></p>  <p>(Freestyle)</p>
6	<p><b>Charanga</b> <b>Happy</b></p>  <p>(Pop)</p>	<p><b>Charanga</b> <b>You've got a friend</b></p>  <p>(Freestyle)</p>	<p><b>Charanga</b> <b>Dancing in the street</b></p>  <p>MARtha and the VANDELLAS (Motown)</p>

# Musical Terms and Language

Just like scientists and historians, musicians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings.

Term	Definition
<b>Pulse</b>	the regular heartbeat of the music; the steady beat.
<b>Rhythm</b>	long and short sounds or patterns that happen over the pulse.
<b>Pitch</b>	high and low sounds.
<b>Tempo</b>	the speed of the music; fast or slow or in-between.
<b>Dynamics</b>	how loud or quiet the music is.
<b>Timbre</b>	all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
<b>Texture</b>	layers of sound. Layers of sound working together make music very interesting to listen to.
<b>Structure</b>	every piece of music has a structure e.g. an introduction, verse and chorus ending.
<b>Notation</b>	the link between sound and symbol.