

# The Priory Catholic Voluntary Academy

Part of the Saint Ralph Sherwin Catholic Multi Academy Trust



## Music Statement of Intent

**Intent – What we teach and why we teach it, ambitious for all.**

### **The context of our school**

At The Priory Catholic Voluntary Academy, our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of the school, for each child to be assisted in every way possible, to achieve their potential in Music. It is essential that our approach to teaching Music is accessible to all learners, regardless of background and any learners with Special Educational Needs and Disabilities. Every child is unique and special in the eyes of God, and we must give every child the best start to their learning journey by empowering them to become confident learners in Music.

At The Priory Catholic Voluntary Academy, we believe all pupils should encounter the subject of music. It is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

In 2023, we adopted a scheme of work called Charanga to support with the planning and teaching of Music across the school. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

