

Music Rationale

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Purpose for Music

Music 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 (i.e. music that has been the most influential in shaping Western culture and is most representative of classical music).

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Music is a subject that enriches children's lives and education with many benefits beyond itself. It contributes significantly in developing language, reasoning and memory; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and co-ordination; it improves memory and integrates many other subjects. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed.

Our federation understands the value and enrichment music brings to the life of a child and to the school as a community and we recognise that music, as a practical subject, should be an integral part of a rich, broad and balanced curriculum. Music lessons are about learning *in* and *through* music, not solely *about* music and aim to build up pupils' knowledge and skills as well as developing their imagination and creativity.

Intent	Implementation	Impact: to be reviewed at the end of each academic year
<p>Weekly music lessons are taught by an either the class teacher or a HLTA, who is a music specialist, and also supports class teachers with music. A skills-based, spiral curriculum personalised for the school is used to ensure progression and provide links to other areas of the curriculum.</p> <p>Musical skills and the inter-related dimensions of music are taught effectively through the curricular components of singing, playing instruments, composing and listening and reviewing. Music notation is taught with a real emphasis on the pedagogy of 'sound before sight' (musical concepts are taught and embedded aurally before being associated with visual representations).</p> <p>Our mission statement of 'Love, Learn, Thrive' is apparent in our enjoyment of singing together as a community and the musical learning that is developed through singing songs many of which promote aspects of the Christian faith and the British Values of tolerance and respect. All children enjoy a weekly whole school singing session as well as singing in Worship. Pupils in KS2 also have the opportunity to sing in the school choir.</p> <p>Recognising the many benefits that come from learning a musical instrument, pupils also have the option of learning the recorder or a woodwind instrument in KS2. In addition, children have regular opportunities to perform for their peers, parents and the wider school community.</p> <p>We also ensure that children listen to a wide range of music with awareness of composers, genres and instruments through our listening music which is used for collective worship times. Each month the listening music has a theme with key questions to research and reflections that all pupils and staff can engage with.</p>	<p>Planning and resources are shared with class teachers and video recordings provide evidence which can be used by teachers in class assemblies as well as providing opportunities for observation and assessment. Staff meeting time will also be used to develop the confidence, skills and knowledge of class teachers.</p> <p>A progression of musical skills overview for KS1, lower and upper KS2, which is based on the National Curriculum aims and programmes of study, is used as a basis for planning units of work which are often linked to class topics. This ensures that pupils make progress developing and reinforcing key skills whilst also applying them in different contexts. Within this progression of skills, the curricular components of musical learning (singing, playing, improvising, composing and listening) are presented individually to ensure that they are included in the planning and assessment. Although some units of work will focus on a particular aspect of musical learning, we understand that musical learning happens in a holistic fashion. Therefore, all the components are present, to a greater or lesser extent, throughout the music curriculum.</p> <p>We have an extensive range of percussion instruments which are used in music lessons. Pupils are taught to explore the inter-related dimensions of music through playing the instruments whilst developing key skills and techniques.</p> <p>The school choirs are well led by staff with expertise in singing and music.</p> <p>Recorder groups are taught every week by a music specialist in school. Pupils have the opportunity to learn additional instruments with visiting instrumental teachers.</p> <p>Pupils take part in music assemblies and Christmas and Easter services. Additional musical enrichment is provided by rehearsing for and</p>	

<p>Opportunities to develop reading come through learning songs and following song words which are clearly displayed on the hall screen. Questions about the monthly listening music are also displayed in the hall giving all pupils the chance to read and reflect on them as well as reading the responses of other pupils. Stories are also used in music lessons as a stimulus for exploring sounds and composing.</p> <p>Mathematical skills are developed through the teaching of pulse/beat and rhythm. The Kodaly approach, which teaches rhythm as the sub-division of the beat, is an integral part of the curriculum. Marking, counting and internalising the beat, knowing how many beats there are in a phrase and differentiating between the beat and the rhythm of a song happens from KS1 onwards. Composing, performing, identifying and notating rhythms greatly enhances aural memory as well as using mathematical skills.</p> <p>We acknowledge that the vast majority of children come to school with musical experiences which have contributed to their aural memory, therefore we aim to ensure that their music lessons in school build upon their prior musical experience.</p>	<p>taking part in local and regional events such as Young Voices'.</p> <p>The Kodaly approach, which uses songs and singing games to develop pulse, rhythm, pitch and notation, is being embedded into our music curriculum.</p> <p>The music curriculum introduces pupils to music and repertoire they would not otherwise be aware of ((e.g. BBC Ten Pieces) as well as significantly extending their musical knowledge and developing their musical skills to allow them to enjoy and appreciate music as a life-long past time.</p>	
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Knowledge and Enquiry in Music

In the Foundation Stage, music and singing are part of the learning area of Expressive Arts and Design. The aim is that our young children will build a basic understanding of music through exploring sounds made by voices and instruments, singing songs and moving to music. Their language and vocabulary will develop and be extended in order to describe and discuss musical ideas.

During Key Stage One, children further develop their singing voice through a wide repertoire of songs and singing games. The fundamental concepts of feeling and recognising the pulse in music and copying and recognising rhythm patterns are also regularly reinforced. Knowledge and use of instruments to explore sounds and the dimensions of music is also a feature of music lessons. Children begin to listen to music with concentration and build their knowledge of genres and composers. They are able to describe how music makes them feel and offer their opinion.

During Key Stage Two, children will continue to develop their performance skills through singing and playing percussion instruments with increasing accuracy and control. Using these skills, children will improvise, compose and notate their own music and understand how music is used to represent ideas and events and communicate moods. Children will listen attentively to a wide range of musical genres in order to develop a knowledge and understanding of the history of music and use their understanding and evaluative language to review and assess their own work and the work of others. Children are encouraged to think

critically and ask perceptive questions about the music of different times, places and cultures as well as their own collaborative compositions.

Children also have the opportunity to learn a musical instrument with individual and small group lessons.

Creativity in Music

The teaching of music lends itself to multiple and frequent opportunities for children to be creative and imaginative. Music provides opportunity for personal expression and responses from children. Music planning builds in opportunities to explore, improvise and compose through singing and playing instruments and to listen to music with appreciation and understanding.

Assessment in Music

At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and addresses any misconceptions they may have. Musical skills are introduced, built upon and revisited throughout the curriculum. Assessment in music is primarily through observation and is ongoing. Substantial evidence is gained through video and audio recordings which are also used for peer and teacher assessment.