

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).

Music Rationale

Music is a subject that enriches a child's life, education as well as their future. Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum' (Model Music Curriculum). At the Federation of Follifoot and Spofforth Schools, we understand the value and enrichment music brings to the life of a child and to the school as a community and we are committed to providing varied and enriching musical experiences and developing musical skills and knowledge that will contribute to a life-long love of music. 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.

Music also has many benefits beyond itself - it contributes significantly to the development of 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. But of greater significance than the transferable skills music offers, it is important to acknowledge, as the **Ofsted review into Music of July 2021 states**, that 'learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification.'

Recovery Curriculum for Music

At the Federation of Follifoot and Spofforth, we recognise the important role music and all expressive arts have to play in supporting children in their recovery from the consequences of Covid 19 and the subsequent isolation, lockdown and changes of routine into a new and different way of life. The Recovery Curriculum for Music is creative, supportive and engaging whilst incorporating necessary adjustments in response to the government safe practice guidelines for schools. There is a focus on listening to music and responding in different ways which will provide opportunities for self-expression and mindfulness. To support this, a Music Listening Overview and suggested activities and resources has been compiled and shared with all teachers. Body percussion is being used as the main source of instrument but any additional instruments that are used are cleaned appropriately and remain unused for at least 72 hours. A variety of musical chants and games have been introduced and revisited with examples and guidance shared with all teachers. Physically active and fun activities have been planned that will teach new musical skills whilst also helping to build or rebuild connections to the school community and reintegrate everyone back into the classroom.

The following wellbeing objectives are taken from the **NHS Five Steps to Wellbeing**.

| Well Being Objectives | Recovery Curriculum Outcomes |
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| Connect with other people | Playing, moving and responding to music as a class or group helps to: <ul style="list-style-type: none"> • build relationships through a sense of belonging and self-worth • provide an opportunity to share positive experiences • provide emotional support and allows you to support others • reinforce, reconnect and rebuild pre-existing relationships that may have faded during lockdown |
| Be physically active | Playing music in a physically active way such as standing up, clapping, tapping, clicking, stamping and moving to music helps to: <ul style="list-style-type: none"> • raise self-esteem • achieve goals or challenges set by teachers and children • cause chemical changes in the brain which can help to positively change mood |
| Learn new skills | To most children body percussion will be a new skill. It uses percussive sounds made with the body, such as clapping, tapping and clicking, which are similar to the sounds of a drum kit. Using this to learn and develop pulse and rhythm skills will: <ul style="list-style-type: none"> • boost self-confidence and raise self-esteem • help children to build a sense of purpose • help children to connect with others • reskill and rebuild confidence as learners |
| Pay attention to the present moment (mindfulness) | Listening to music in a focused way requires us to pay more attention to the present moment and our stream of thoughts. Being aware of how a piece of music can make us feel or how it can spark our imagination allows us to connect with the sensations we experience and be more mindful of the present moment. Being more aware of the present moment can help us enjoy and appreciate the world around us more, experience things afresh and understand ourselves better. This 'mindfulness' will: <ul style="list-style-type: none"> • help children to enjoy life more and understand themselves better • positively change the way children feel about life and how they approach challenges |

- provide that mental space that will in turn enable them to be more productive learners of the other elements of the curriculum that they have missed

| Intent | Implementation | Impact: to be reviewed at the end of each academic year |
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| <p>At the Federation of Follifoot and Spofforth C of E Primary Schools, our Music curriculum is varied and enriching for the child and for the school community. Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum' (Model Music Curriculum). We are committed to providing varied and enriching musical experiences and developing musical skills and knowledge that will contribute to a life-long love of music.</p> <p>Music lessons are about learning <i>in</i> and <i>through</i> music, not solely <i>about</i> music and aim to build up pupils' knowledge and skills as well as developing their imagination and creativity. We understand that Music is a subject that enriches a child's life and education as well as their future. It also has many benefits beyond itself - it contributes significantly to the development of 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. But of greater significance than the transferable skills music offers, it is important to acknowledge, as the Ofsted review into Music of July 2021 states, that 'learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification.'</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</p> | <p>Music is taught weekly rather than being 'blocked' as it is a skills-based subject which requires musical skills and knowledge to be revisited and developed, following a spiral curriculum model, with increasing depth and deepening complexity whilst building on prior knowledge. The progression of skills for KS1 and KS2 provides a framework and ensures progression within singing, performing, composing, listening and notation and with the inter-related dimensions of music, i.e. pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure.</p> <p>The music subject leader teaches music in KS2 at Spofforth School and supports other teachers and HLTA's within the federation with their delivery of the music curriculum. The subject leader is planning to monitor the teaching of music across the federation supporting teachers/HLTAs where needed. An initial survey has been completed by staff which has been used to inform the priorities and next steps in supporting the teaching of music. This has led to the 'Music Matters' CPD which is sent via email and focuses on a different area of music each month. So far, we have covered listening, teaching rhythm notation and singing with suggestions, resources and links to support the teaching of these and help improve confidence, skills and knowledge in music.</p> <p>The progression of skills overview for KS1 and 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. 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, a combination of singing, playing, listening, composing and notation is included within units and lessons, to a greater or lesser extent, throughout the music curriculum.</p> | <p>Pupils' work across the music curriculum is of a good quality:</p> <ul style="list-style-type: none"> • Evidence of performances and examples are uploaded to a folder on Teams • Evidence in Arts books in KS2 • Phased monitoring and ongoing staff discussions and CPD • Exposure to a broad and balanced curriculum • Discussions with pupils about what they have learned and what they remember • Children make good progress and can read standard notation, sing and play instruments confidently and talk with very good insight and understanding about a range of music <p>Children experience a broad and balanced curriculum and build good subject knowledge and skills:</p> <ul style="list-style-type: none"> • A carefully designed spiral type curriculum ensures that all the aspects of singing, performing, composing, listening and notation and the inter-related dimensions of music are taught from EYFS to the end of KS2 using a clear sequence of skills and knowledge that builds incrementally • Use of a good quality scheme and supporting resources which are continually added to • Discussions with children about what they have learned and what they can do • Phased monitoring • Regular communication between subject leader and staff teaching music to provide resources and suggestions • Recalls / low stakes quizzes (examples in books) |

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| <p>aspects of the Christian faith and the British Values of tolerance and respect.</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 symbol' (musical concepts are taught and embedded aurally before being associated with visual representations).</p> <p>Recognising the many benefits that come from learning a musical instrument, pupils have had the option of learning the recorder in the past (pre-covid) 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 in the classroom using the recommended lists from the Model Music Curriculum for each year group and BBC Ten Pieces. Our aim is to enable pupils to experience, recognise and enjoy a wide range of music which will help to create a deep appreciation of music throughout their life.</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>Transferrable skills:</p> <p>Opportunities to develop reading come through learning songs and following song words which are clearly displayed on the hall screen. 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 systematically 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</p> | <p>The Kapow scheme is used to support the delivery of music but not used exclusively. We also use a variety of other resources (see the music curriculum overview). Specific pieces of music from the 'BBC Ten Pieces' website, which has information and resources for forty pieces of music, along with the recommended listening music for each year group from the Model Music Curriculum (March 2021) form our listening music curriculum and these pieces are used throughout the week, not just during music lessons.</p> <p>To promote listening to a variety of musical styles and genres, there is a weekly or fortnightly listening music piece which is chosen from the Model Music Curriculum recommended lists by the class teacher and listened to, discussed, played during various lessons and responded to in different ways. There are often key questions and pupil responses displayed in the classroom along with the title, composer and relevant information on a music board so all pupils and staff can engage with and develop their appreciation of a wide range of music.</p> <p>Video recordings are uploaded to Teams which provides examples of learning in music and can be used by teachers across the federation to support their teaching and inspire other pupils as well as providing evidence for observation and assessment.</p> <p>All children enjoy a weekly whole school singing session as well as singing in Collective Worship. Pupils in KS2 also have the opportunity to sing in the school choir which has over 50 members. We have begun to reintroduce singing together within the guidelines. The school choir is led by a class teacher and senior leader who has expertise in singing and music. We have just begun to reintroduce singing within the guidance for schools.</p> <p>Pupils take part in music assemblies and Christmas and Easter services. Additional musical enrichment is provided by rehearsing for and taking part in local and regional events such as 'Young Voices'.</p> <p>Pupils in KS2 also have the opportunity to learn additional instruments with visiting instrumental teachers (woodwind, guitar). Small group recorder sessions (which we</p> | |
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| <p>from KS1 onwards. Composing, performing, identifying and notating rhythms, as well as recognising and using structures in music, greatly enhances aural memory as well as using mathematical skills.</p> | <p>offered pre-covid) have not recommenced, but we are hoping to commence whole class recorders once it is safe to do so.</p> <p>The Kodaly approach, which uses songs and singing games to develop pulse, rhythm, pitch and notation, is embedded into our 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 composing and performing with instruments whilst developing key skills and techniques.</p> <p>The music curriculum uses a spiral curriculum model which means that key skills and knowledge are regularly revised, practised and developed. Knowledge organisers are used in KS2 to reinforce musical terms and symbols.</p> <p>Many SEN pupils can access music and have as much success as other pupils. Additional support from adults and peers is given and tasks are differentiated where needed. Writing is kept to a minimum as music is learnt more through actively doing it and there is more of an emphasis on using symbols rather than words.</p> <p>Musical performances are a regular feature in class sharing assemblies for parents and most of our KS2 children will be preparing for and performing in the regional Young Voices event at Sheffield Arena this year.</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 be developed and 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 also 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 in KS2 also have the opportunity to learn a musical instrument with individual and small group woodwind and guitar lessons being offered with visiting peripatetic teachers.

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 key stages following a spiral curriculum model. Assessment in music is primarily through observation and is ongoing. Substantial evidence is gained through video and audio recordings which are uploaded to Teams and can be used for peer and teacher assessment within the federation.