

Music at The Federation of Priddy and St. Lawrence's C of E Primary School

Rationale

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As children 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.

Knowledge Choice

In order to meet the expectations and suggestions outlined within the national curriculum for music and the model music curriculum, we are following the Kapow Primary Music scheme as the basis for our planning and progression from EYFS to Y6. On tailoring the plans to suit the areas of focus across the wider curriculum, as well as the needs of individual children, we have been able to create a holistic approach to music, in which the individual strands, woven together, enable engaging and enriching learning experiences for all.

Progression in Music involves developing skills and knowledge through:

- ❖ Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ❖ Learning 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
- ❖ Understanding and exploring how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical

End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 Pupils should be taught:

- ❖ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ❖ play tuned and untuned instruments musically
- ❖ listen with concentration and understanding to a range of high-quality live and recorded music
- ❖ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ❖ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ❖ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ❖ listen with attention to detail and recall sounds with increasing aural memory
- ❖ use and understand staff and other musical notations
- ❖ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ❖ develop an understanding of the history of music

Intent

At Priddy at St. Lawrence's Federation, our intention is first and foremost to help children feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Our children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferrable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

Our music curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- ❖ Performing
- ❖ Listening
- ❖ Composing
- ❖ The history of music
- ❖ The inter-related dimensions of music

Over the course of their time here, our children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The children in key stage 2 are taught how to play a tuned instrument by a specialist teacher from Somerset Music Service each week. The children in key stage 1 are taught how to play an untuned instrument for a term by a specialist teacher from Somerset Music Service.

Impact

Assessment of key skills and knowledge is an integral part of monitoring the impact of our music curriculum, in line with our curriculum vision. We use a variety of formative and summative assessment techniques in order to measure the children's levels of engagement and understanding.

Assessing core knowledge and vocabulary may be carried out in the form of quizzes, group discussions and observations. Evidence of learning and performance is captured using photographs and video clips.

As a Musician leaving The Federation of Priddy and St. Lawrence's, every child will:

- ❖ Have a passion for, and commitment to, a diverse range of musical activities.
- ❖ Have good awareness and appreciation of different musical traditions and genres.
- ❖ Have performed, listened to, reviewed and evaluated music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- ❖ Have learnt to sing and to use their voices and had the opportunity to perform in a range of different musical stage productions, in front of large audiences.
- ❖ Have had the opportunity to learn a musical instrument and develop the skills of reading graphic notation in music.
- ❖ Have had the opportunity to join a choir and sing for pleasure.
- ❖ Have created and composed music on their own and with others.
- ❖ Understand how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- ❖ Have attended concerts and musical theatre productions.