

# Music Subject Rationale

## Our Vision

### LOVE, LEARN, SHINE.

*SHINE in the light and love of God.*

#### LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

#### LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

#### SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

*'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.*

*Luke 8 V16.*

## Vision into Curriculum

### ***Our vision translates directly into our curriculum in that;***

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

## National Curriculum Aims and Purpose

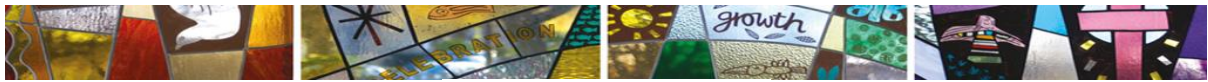
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In Music they are;

### National Curriculum Purpose

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.





## National Curriculum Aims

- 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.

## Quality First Curriculum Implementation in Music

Quality first curriculum implementation in Music supports children in becoming secure, and fluent in the identified agreed core knowledge and skills in Music. Fluency and security in core knowledge allows children to explore concepts in greater depth exploring and evaluating concepts and ideas enabling children to articulate informed responses about music from different traditions as well as from great musicians and composers.

At St Peter's the journey to becoming musically literate begins in the Early Years. Our youngest children learn about music within the EYFS areas of learning known as 'Expressive Arts and Designs'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. They will have the opportunity to Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

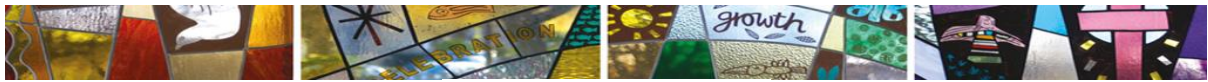
By the time children reach the end of Year Six they will be securely musically literate and working in line with age related national expectations. They will have experienced a number of extracurricular opportunities to secure their musical understanding.

Our children will confidently play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

They will apply their understanding of standard musical notation, non-standard symbols, performance with control and awareness of others to create and perform songs with verses and a chorus. They will enjoy choosing from a wide range of musical vocabulary to accurately describe and appraise music, using appropriate terminology such as duration, timbre, pitch, tempo and texture. Our children will enjoy asking and answering challenging questions about the history and cultural influence of music, making links between periods and themes they have studied.

When performing music, our children will be given the opportunity to Sing or play from memory with confidence both as a solo or as part of an ensemble. They will be taught to hold a part within a round as well as sing a harmony confidently and accurately.





## Essential Characteristics of Music

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

In Music they are;

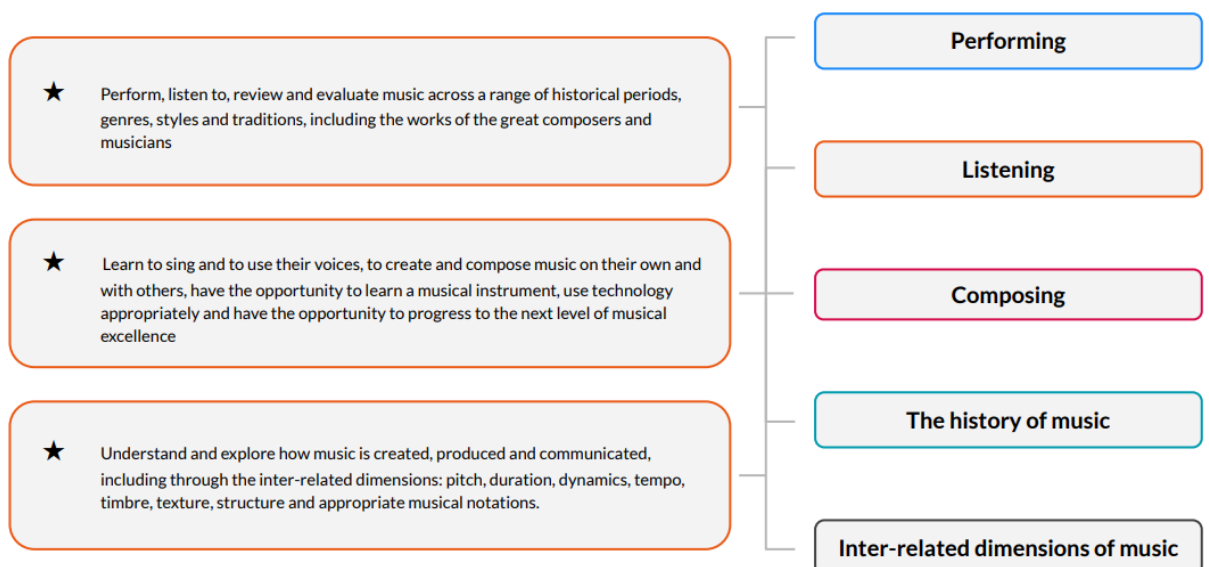
- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

## Music Threshold Concepts

A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

In Music they are;





## **Knowledge in Music**

Knowledge in Music typically falls into three categories; Structural, contextual and Evaluative. These are underpinned by disciplinary knowledge, which are our threshold concepts and substantive knowledge, which is our agreed core knowledge.

Structural knowledge refers to the understanding and application of the organization of music, using knowledge of music theory and notation to identify how the elements of music are used within a piece.

Contextual knowledge refers to the historical, cultural and social context of the music as well as the impact of the purpose and venue of our choices and presentation of music, including programming, etiquette, performance, and behaviour.

Evaluation criteria refers to the understanding of the criteria that are used to evaluate music and performances and how this knowledge impacts our ability to identify and solve musical problems and make decisions based on an awareness of individual and other participants' strengths, needs, and/or preferences.

## **Monitoring & Assessing Progress in Music**

By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (frequently in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

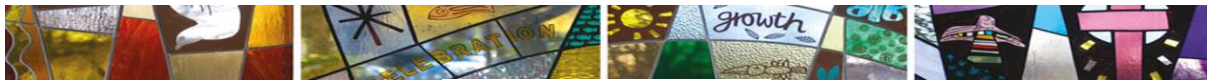
In most subjects we are developing, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.

In addition to assessing if children have secured the agreed key knowledge 'Milestones' related to the threshold concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practice the knowledge and skills of each milestone is built into each subject planning overview.

We will teach music on a rotation. The children will receive a half term of music and a half term of French. We have decided that this is the most appropriate way to teach music as it is a skills-based subject. Musicians should continually develop their skills and abilities. It is therefore beneficial and considered good practice for children to have regular weekly music. Any musical learning benefits continual practice and application in different contexts following a spiral skills-based curriculum. To ensure that the children are exposed to music on a weekly basis, in line with the model music curriculum guidance, we have developed a







listening and appraising curriculum which is delivered through our collective worship all the way from EYFS to Year 6.

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Wherever possible or appropriate children with SEND access music along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to music is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to music. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

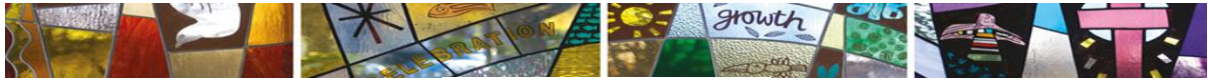
For children with SEND, access to learning music in lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues E.g. song lyric signed with Makaton to enhance and consolidate meaning. Opportunity to interact with instruments in a quiet area during lesson to avoid sensory overload and explore instrument at own pace to aid understanding.
- Scaffolded questions from adults and orally rehearsing thoughts with an adult
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. Pre-made flash cards with musical instruments and key vocabulary.



Clap your hands    Tambourines





**St. Peter's**  
Church of England Primary School

For children with very high needs, they may require additional resources such as ear defenders or social stories about how to work safely with musical instruments to access the curriculum fully. They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

