

Bilton Grange Primary School

MUSIC Rationale

May 2021



"Music has a power of forming the character and should therefore be introduced into the education of the young." - Aristotle

Music is a powerful form of human creativity having both an emotional and intellectual impact. It has the power to transform, illuminate, inspire and motivate and enables our children to explore another practical way of expressing themselves. It plays a vital role in children's academic and social development and supports the ethos of our school. The value of music as an academic subject lies in its contribution to enjoyment and enrichment and its social benefits. The skills learnt, and benefits gained through this participation underpin all other areas of learning. Exposure to high quality music education enables lifelong participation in, and enjoyment of music. It is a means for experimentation which in turn allows our children to develop their creativity, ability to make informed choices and undertake critical self-evaluation.

"Where words fail, music speaks" - Hans Christian Anderson

Through the study of Music and exposure to the music of famous composers and musicians, our children are able to gain an appreciation of the diversity of global cultures and the significant role Music plays in our own community and different communities nation and worldwide. Music can also provide our children with an insight into life across different periods of history and help develop a greater understanding of the consequences human actions have had over time.

Primary Music helps our children to:

- Express themselves creatively
- Increase their knowledge of the world
- Evaluate, question and examine
- Work collaboratively
- Improve language and maths skills
- Improve memory, attention, concentration and co-ordination
- Improve achievement and discipline

Intent

At Bilton Grange Primary School we believe that our children should have as many opportunities as possible to explore the music of different cultures, genres and times. This may be achieved through: the study of notable composers, musicians and genres and opportunities for composition and music-making in music lessons, through cross-curricular links made in other subjects, or through instrumental tuition, participation in concerts, performances, visits or trips out and visitors to school.

By the time they leave Primary School, we want our children to know about, different genres of music notable composers and musicians and their work. Children need to have acquired skills which will enable them to participate in music-making with confidence. But above all, to have embraced Music both intellectually and emotionally, without inhibition.

Substantive and Disciplinary Knowledge in MUSIC

Substantive Knowledge

In our Music curriculum this is the knowledge and understanding of the practical skills needed when making music and is progressive from EYFS to Year 6, building on prior skills and demonstrating increasing proficiency and refinement.

It also refers to the building of knowledge of composers, musicians, their work and genres.

Children will also be taught the vocabulary of the elements of music: Pitch, Tempo, Dynamics, Texture and Duration and will use these throughout their learning.

Disciplinary Knowledge

This is the application of the skills and understanding children have gained and will give children opportunities to explore different techniques and use a wide range of instruments (including their voices) creatively to express themselves. Experimentation plays a vital role in the development of disciplinary knowledge.

Implementation

Within each key stage, units of work are planned using a medium-term planning template which identifies:

- Over-learning and pre-learning activities
- Key knowledge statements(remembering sentences)
- Objectives to be taught- separated into substantive (red) and disciplinary (blue) content
- Music skills teaching
- Listening opportunities and critical evaluation of key pieces of music/musical genres
- Experimentation
- Performance
- Appraisal
- Activities for each of the school's 4C drivers

Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.

Lessons will be blocked to enable children to become fluent in their knowledge, allowing them time to immerse themselves in new learning.

At the beginning of each unit of work, children will complete an over-learning recall activity to retrieve essential knowledge from the previous year's topic. This should identify any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.

Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.

The essential knowledge identified in each unit provides the basis of the knowledge sentences (remembering sentences) to be shared with children. These are chanted and referred to throughout each lesson, helping the children to store this knowledge in their long term memory.

Essential knowledge and vocabulary should be displayed in the classroom and included on learning slips in children's books.

To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.

Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.

- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previously learnt knowledge and for teachers to track their progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering. This is done in an appropriate, age-related way and work is then personalised to meet the needs of all groups of learners.
- We endeavour to enrich children's time in school with memorable experiences where appropriate, providing opportunities that are normally out of reach eg: Visiting musicians, extra-curricular activities- Young Voices, Kids Aloud etc.

Impact

- The 2/6/12 week recalls support the assessment of children. Results are added to tracking grids which, over the year, help to support an end of year judgement in the subject.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
 - Learning walks
 - Book scrutiny
 - Planning scrutiny
 - Data/ assessment scrutiny
 - Interviews with children
- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.

The National Plan for Music Action (2012) (Extract) (For information only)



What every child can expect:

Key Stage 1 – ages 5-7 (*in and out of school*)

- Schools make their own decisions about how they teach music, based on the statutory National Curriculum (subject to outcome of the National Curriculum review).
- The school music curriculum will provide all pupils with opportunities for singing and playing simple melodic instruments, tuned and un-tuned percussion; exploring sounds; and active and passive listening.
- Hubs provide opportunities for all pupils to learn instruments from specialist instrumental music teachers as part of a whole-class ensemble in and/or out of school.
- Performance/sharing opportunities available within individual schools (ideally at least once per term) and jointly for clusters of schools for all pupils (ideally at least once per year).
- Inspirational input from professional musicians available at Key Stage 1 and/or Key Stage 2 for all pupils.
- Curriculum advice and support to schools for the workforce including continuing professional development available from most hubs.

Key Stage 2 – ages 7-11 (*in and out of school*)

- Schools make their own decisions about how they teach music, based on the statutory National Curriculum
- The school music curriculum will provide all pupils with opportunities for increasing their knowledge and understanding and developing their skills, confidence and expression in music through singing and playing simple melodic instruments, tuned and un-tuned percussion; exploring sounds; and active and passive listening.
- Hubs provide opportunities for all pupils to learn instruments from specialist instrumental music teachers as part of a whole-class ensemble in and/or out of school. Hubs ensure that enhanced experiences are available through ensembles including, for example, wind and brass or other instruments that, physiologically, are more appropriate at KS2⁷ while providing opportunities, for those who so wish, to continue with instruments learned in KS1. These opportunities and others are available through 'in school' and strategically organised extended school activities, including those at local secondary schools or area music centres.
- Hubs draw on informal provision to complement school provision in identifying pathways for pupils.
- Schools and hubs work together in the identification of and pathways for talented young musicians, some of whom have small group and individual tuition. Exceptionally talented young musicians join one of the Music and Dance Scheme schools or Centres for Advanced Training.
- Performance/sharing opportunities available within individual schools (ideally at least once per term) and jointly for clusters of schools for all pupils (ideally at least once per year).
- Performance/sharing opportunities available through out of school and/or informal routes.
- Accreditation routes available through instrumental/vocal examinations and Arts Award.
- Inspirational input from professional musicians will be available at Key Stage 1 and/or Key Stage 2 for all pupils.

Music Curriculum: Support Document

Enquiry

From EYFS to Y6, children will be given opportunities to ask questions about sounds, genres of music, musicians and composers. This will transfer into their own exploration of different sounds, effects and music. When participating in music-making they will be asked to consider both open and closed questions. Typical (age-appropriate) questions include:

Can you make a long/short sound? How else can you make a sound on this instrument? Which instruments can you hear? How does this music make you feel? Why does it make you feel sad? Would it still sound sad if it was played on a different instrument? Which genre of music is this? Do you know any other programme music? Who was George Gershwin? Which combination of instruments/notes do you prefer? Can you change the dynamics/tempo?