

Curriculum Statement for Music

Rationale

At Cononley Primary School, we believe that music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important role in helping children feel part of a community.

At Cononley Primary School, in conjunction with the aims of the Early Years 'Expressive Arts and Design' statements (Development Matters) and the National Curriculum for Music, we aim to:

- Foster an understanding and enjoyment of music
- Develop a knowledge and understanding of selected works from western Classical Music
- Develop a knowledge and understanding of music from different cultures and traditions
- Develop the listening skills and vocabulary required to express an appreciation of music they have heard. Children should be allowed to express their preferences for particular music, but always with respect and tolerance for other styles.
- Develop the knowledge and skills for singing
- Develop the knowledge and skills required to perform and create music
- Develop skills which enable children to record and notate music
- Enable children to take part in a variety of musical performances, with different audiences.
- Provide the opportunity to work independently and collaboratively and to appreciate their efforts and the efforts of others.

Substantive and Disciplinary Knowledge in Music

The content of our Music Curriculum fulfils the requirements of the National Curriculum for Music and comprises both substantive and disciplinary knowledge.

Substantive knowledge in Music:

- this is the key knowledge, or inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure)

Disciplinary Knowledge in Music:

- this is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music.

Curriculum Intent

At Cononley Primary School, we use Music Express, a published scheme of work, to deliver the Early Years Curriculum and the National Curriculum for Key Stage 1. The scheme of work provides a foundation for the knowledge and vocabulary which will be developed further in Key Stage 2. The scheme of work is flexible, creative and makes cross curricular links. The range of resources within Music Express supports teachers who are non-specialists.

In EYFS, pupils are taught the knowledge and skills for 'Exploring and Using Media and Materials' and 'Being Imaginative' using a thematic approach outlined in our EYFS Curriculum for Expressive Arts and Design (see EYFS Curriculum). The themes are linked to the Music Express Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stage 2, all pupils are taught by a specialist music teacher and a structured curriculum has been written to meet the needs of our pupils, building on the knowledge and vocabulary learned in Music Express in Key Stage 1.

Curriculum Implementation

EYFS

At Cononley Primary School, staff use the Music Express EYFS curriculum to support the teaching of the Early Years curriculum for Expressive Arts and Design and the achievement of the Early Learning Goals for Exploring and Using Media and Materials and Being Imaginative. EYFS pupils are taught in variety of ways

through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will also take into account the Characteristics of Effective Learning when they are leading or supporting learning.

Key Stage 1

In Key Stage 1, the Music Express Scheme of Work is taught each week, using a rolling programme to ensure that the knowledge and skills are taught to all pupils during the Key Stage, taking account of the mixed-age structure of our classes.

Key Stage 2

Pupils in Key Stage 2 are taught in weekly lessons by a specialist teacher. There is a rolling programme to take account of the mixed-age structure of our classes.

Enrichment

The Music curriculum is enriched in a variety of ways including:

- EYFS / KS1 –performance of Musical Nativity each year.
- KS2 – Carol Concert performance each year.
- KS2 - performance of a Musical each year in the summer term.
- School Choir
- Participation in the Performing Arts Workshops at South Craven School
- Visits from musicians to perform deliver workshops in school
- Taking part in community events: Yorkshire Carol Concert 2018; workshops and concerts at Skipton Town Hall.
- Taking part in Skipton Music Festival (Years 4,5,6 March 2019)
- Taking part in Young Voices (2016, 2017)

Several pupils receive instrumental tuition from North Yorkshire Music Service and from private music teachers; these pupils are encouraged to perform in Friday Achievement Assemblies to help them increase in confidence as performers.

Progress and Assessment in Music

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Expressive Arts and Design.

KS1

Learning is recorded in a 'big book'; the big book is used to revisit previous learning so that children make progress by knowing and remembering more and teachers make a summative assessment at the end of the year.

KS2

Regular assessments take place at spaced intervals to ensure that 'sticky' knowledge has been transferred to children's long-term memories. Progress will be measured by children knowing and remembering more. The subject leader collates the results of the 'sticky knowledge checks' and they are used to make a summative assessment at the end of the year.

Impact

Our pupils enjoy singing and creating music with percussion instruments and technology. They engage with different styles of music and are keen to share their opinions. All of our pupils sing regularly in public performances, singing tunefully and confidently and this was recognised when pupils from Years 4,5 and 6 took part in Skipton Music Festival in March 2019, receiving a certificate of merit.

Appendix

The contribution of music to other curriculum areas:

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Music contributes to the Early Years curriculum by developing listening skills; pulse, rhythm and rhyme are vital components of early reading and are usually incorporated into music lessons.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Computing

IT is used in music where appropriate. Children could use computer programmes to compose music. They may also use IT in music to enhance their research skills through the Internet. Children can listen to music on the Internet and they also record their own compositions. Children may improve the presentation of their work through the use of IT.

Personal, social, and health education (PSHE)

Music contributes significantly to the teaching of personal, social, and health education. Through the common goal of making music, children learn to work co-operatively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building children's self-confidence, developing their ability to take turns, sharing and supporting other children performing by listening and offering constructive criticism.

Spiritual, moral, social and cultural development and R.E.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at **Cononley Primary School** have the opportunity to encounter music from different cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures, religions and societies.

PE and Dance

Music contributes to the teaching of PE and Dance through offering an opportunity for children to express themselves creatively and respond to a range of music stimulus.

History and Geography

Music can be used to enhance an understanding of a period in history, for example, by listening to and singing Victorian songs. Music from a particular culture can enhance children's understanding of people from different countries and cultures.

Science

Musical instruments and the production of sound link directly to the Science topic of 'Sound'.



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children