

National Curriculum Purpose of Study

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

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.

SCHOOL KEY DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children’s horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Community to develop our wish to be a central part of the local, national and world community

Environment to continue to reinforce that we value the environment and feel passionate about its management

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Enterprise to support our children in developing more independence and the opportunity to show initiative

National Curriculum Content

Key stage 1

Pupils should be taught to:

- 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 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.

Working hard to ACHIEVE our best

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| A | Aiming high through an Active curriculum which is Accessible to all in order to Achieve the very best that we can |
| C | Challenging ourselves within a culture of Care, Cooperation and Community |
| H | Helping each other to achieve within a Happy, Healthy and Hard-working environment |
| I | Inspiring others to be Independent, Involved and ever Improving |
| E | Expecting the very best of ourselves and others and always aiming to be Excellent in all that we do |
| V | Valuing every individual and providing Varied learning experiences |
| E | Encouraging everyone through our Enthusiasm and Eagerness to be our very best |

Spiritual, Moral, Social and Cultural development through the teaching of Music

Spiritual

Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

Moral

Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

Social

Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.

Cultural

Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children

