



National Curriculum Aims

The 2014 National Curriculum and 2021 New Music Model curriculum sets out its aims for children to:

- 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.

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 (i.e. music that has been the most influential in shaping Western culture and is most representative of classical music).

Intent

A skills-based, spiral curriculum personalised for the school is used to ensure progression and provide links to other areas of the curriculum.

Our progression framework is based on the Music Express scheme, with all units being tailored to match the diversity and cultural mix of our school.

Musical skills and the inter-related dimensions of music are taught effectively through the curricular components of singing, playing instruments, composing and listening and reviewing. Music notation is taught with a real emphasis on the pedagogy of 'sound before sight' (musical concepts are taught and embedded aurally before being associated with visual representations).

We acknowledge that the vast majority of children come to school with musical experiences which have contributed to their aural memory, therefore we aim to ensure that their music lessons in school build upon their prior musical experience. taking

Implementation

A progression of musical skills overview for KS1 and KS2, which is based on the National Curriculum aims and programmes of study, is used as a basis for planning units of work. Within this progression of skills, the curricular components of musical learning (singing, playing, improvising, composing and listening) are presented individually to ensure that they are included in the planning and assessment.

Although some units of work will focus on a particular aspect of musical learning, we understand that musical learning happens in a holistic fashion. Therefore, all the components are present, to a greater or lesser extent, throughout the music curriculum.

Pupils are taught to explore the inter-related dimensions of music through playing the instruments whilst developing key skills and techniques.

Pupils have the opportunity to learn additional instruments with visiting instrumental teachers.

Impact

The impact and measure of this is to ensure that children at Pinner Park Primary School are equipped with a basic grasp of the key musical skills and have a sense of musical appreciation that helps them to explore a range of musical styles.

Teachers will use formative assessment from their observations in the classroom and their scrutiny of recordings of children's performances to establish how successful children have been in developing in these areas of their musical understanding.

Knowledge & Skills

In the Foundation Stage, music and singing are part of the learning area of Expressive Arts and Design. The aim is that our young children will build a basic understanding of music through exploring sounds made by voices and instruments, singing songs and moving to music. Their language and vocabulary will develop and be extended in order to describe and discuss musical ideas.

During Key Stage One, children further develop their singing voice through a wide repertoire of songs and singing games. The fundamental concepts of feeling and recognising the pulse in music and copying and recognising rhythm patterns are also regularly reinforced. Knowledge and use of instruments to explore sounds and the dimensions of music is also a feature of music lessons. Children begin to listen to music with concentration and build their knowledge of genres and composers. They are able to describe how music makes them feel and offer their opinion.

During Key Stage Two, children will continue to develop their performance skills through singing and playing percussion instruments with increasing accuracy and control. Using these skills, children will improvise, compose and notate their own music and understand how music is used to represent ideas and events and communicate moods. Children will listen attentively to a wide range of musical genres in order to develop a knowledge and understanding of the history of music and use their understanding and evaluative language to review and assess their own work and the work of others. Children are encouraged to think critically and ask perceptive questions about the music of different times, places and cultures as well as their own collaborative compositions.

Children also have the opportunity to learn a musical instrument with individual and small group lessons.

Creativity

The teaching of music lends itself to multiple and frequent opportunities for children to be creative and imaginative. Music provides opportunity for personal expression and responses from children. Music planning builds in opportunities to explore, improvise and compose through singing and playing instruments and to listen to music with appreciation and understanding.

Assessment

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At Pinner Park Primary School, learning 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. Units of work are then personalised to the children. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

At Pinner Park Primary School we are trialing approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.

Children will keep a record of their learning through recordings of their performances and some paper-based records of their compositions.