

Askwith Primary School

Music rationale

"Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas."

Burnard and Murphy, 2017

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

In music, we have long term plans for 2020-2021 that address these areas of learning loss. Our aim is to use recalls of essential knowledge (focusing on musical terminology and vocabulary) to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of the year
<ul style="list-style-type: none">• Mitigate any learning loss of knowledge gained pre COVID-19• Mitigate any learning loss of knowledge due to school closure/non-attendance	<ul style="list-style-type: none">• Recalls of knowledge gained pre COVID-19 at the beginning of the first term• Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term	

- The planning, teaching and assessment of the English curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

- Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance
- Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking
- Factual essential knowledge is taught before the skill
- Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls)
- Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
- Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge
- Pupils have opportunities to deliberately practice newly acquired knowledge
- Pupils articulate how they know more,

- A balanced music curriculum at Askwith Primary School enables the children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through deliberate practice, children become fluent in their knowledge of music. As they move through school, the children should also develop an increasing understanding of the history of music, learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Music promotes diversity and is used to express the children's personal, emotional, social and cultural identity. Children not only learn about music but they will develop a love of music, becoming musicians who are able to share and perform using their new knowledge

remember more and therefore do more

- Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability
- We use the music scheme, Charanga. This scheme allows for the interrelated dimensions of music to weave through musical units and encourage the development of musical knowledge and skills. Children build their knowledge and capabilities of listening and appraising, understanding different musical activities and performance. At the beginning of each unit, children have the opportunity to demonstrate prior knowledge including connected knowledge
- This scheme and the rolling programme has been amended for COVID-19 recovery
- We teach a balanced curriculum that is sequenced appropriately in order to build on and develop the

	<p>knowledge and skills required to secure children's ability and understanding of music</p> <ul style="list-style-type: none"> • Children have opportunities to recall their musical knowledge and skills and demonstrate their abilities through performance 	
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Substantive and disciplinary knowledge in music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Dimensions of Music		
1. Pulse	2. Rhythm	3. Pitch
4. Tempo	5. Dynamics	6. Timbre
7. Texture	8. Structure	9. Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Creativity in music

"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."

National Curriculum, 2013

National

Music is a highly creative subject where children develop their own musical ideas. Creativity in music is encouraged through children's improvisations and compositions when singing and playing instruments. They make connections between 'new' and 'old' learning, solve problems and think critically to develop and improve their ideas.

British Values

At Askwith, our curriculum has been planned to ensure that children learn about music from a wide range of places, historical periods, styles and genres so they appreciate the diversity of people, musical preferences and their backgrounds. Therefore, promoting tolerance of people within our communities.

Assessment in music

Each unit of music has an ongoing musical learning focus and a unit specific focus. Ongoing musical learning includes building on children's prior knowledge to develop new knowledge about how they can improve their skills in listening and appraising, musical activities (games, singing, playing, improvising and composing, and performing. Unit specific knowledge focuses on musical skills and concepts that may be discrete to a particular style or styles of music relevant to the unit.

During music lessons and through recalls, assessments are made focusing on the content and performance involving qualitative verbal feedback. Learning is digitally recorded when appropriate. In addition, low stakes quizzes give children the opportunity to demonstrate connected knowledge held in the long

term memory but also identify any misconceptions which the children may have. These can then be addressed immediately.

Reviewed September 2020