

# 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

Our curriculum offer for music begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

*EYFS Statutory Framework, 2021*

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In music, we recognise the 'must haves' as the alteration to long-term memory that allows all children (this includes SEND, EAL, PP and vulnerable children) to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in music of the essential knowledge and skills, the explicit teaching of vocabulary and retrieval practice for knowledge and skills.

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 enabled 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 closures/non-attendance? If so, how can this learning loss be mitigated?

In music, we had long term plans for 2020-2021 that addressed these areas of learning loss. We used essential knowledge checks to assess knowledge gained pre COVID-19 and to assess knowledge lost during the first closure throughout the first term (September - December 2020). We addressed any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge checks and ensured essential lost learning from school closure was secure before moving on to the teaching and learning of new knowledge. During the second closure, we continued to build knowledge sequentially as per the spring 2021 curriculum offer. As music relies on practical resources such as musical instruments, music was prioritised post school closures and during summer term 2021.

Intent	Implementation	Impact: to be reviewed at the end of the year
<ul style="list-style-type: none"> <li>• All knowledge from 2020-21 is checked prior to new knowledge</li> <li>• Knowledge gained from embedding Early Adopter Framework (2020-2021) to inform 2021-2022 EYFS Curriculum</li> <li>• Knowledge across the whole curriculum to continue to be built systematically and embedded in the long term memory of all pupils including the development of oracy</li> <li>• Monitoring and evaluation continues to be robust and role of TAs developed in the process</li> <li>• Enhancements/leadership opportunities reflect needs 2021-2022 including local links</li> <li>• <b>All</b> staff to have an excellent up to date knowledge of reading/oracy/vocab provision throughout the school (relevant to music lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• Check all knowledge is embedded from 2020-21 (connected knowledge is checked as part of new knowledge)</li> <li>• Staff meetings to ensure that pre and post teaching opportunities identified in whole school LTP are having an impact on knowledge build-up. Links with local area/locality used as a starting point</li> <li>• Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace</li> <li>• Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum</li> </ul>	

- Subject rationales are updated where relevant
- All staff up to date knowledge of dialogic/cognitive science principles

- Teaching the unit: update monitoring and evaluation timetable
- Staff to mark work together re: teaching/marking/planning expectations
- Timetabled lesson studies led by groups of TAs, focusing on knowledge build up/book scrutiny/talking to pupils to develop CPD (dialogic approach scaffolded in music lessons)
- Curriculum Enhancements: rolling programme agreed by all staff (subject leaders to review for balance Autumn 1) - opportunities for public voice and pupil leadership
- Impact of provision discussed as a regular item on staff meeting agenda
- Quality texts purchased for spring/summer (relevant to music topics)
- Evidence informed practice continues to inform effectiveness of subject rationales

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

- 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

- 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

term memory is considered when planning and teaching (planned thinking time, knowledge checks)

- 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 practise newly acquired knowledge
- Pupils articulate how they know more, 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

<p>historical periods, genres, styles and traditions, including the works of great composers and musicians</p> <ul style="list-style-type: none"> <li>• Music promotes diversity and is used to express the children's personal, emotional, social and cultural identity</li> <li>• 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</li> </ul>	<p>demonstrate prior knowledge including connected knowledge.</p> <ul style="list-style-type: none"> <li>• This scheme and the rolling programme has been amended for COVID-19 recovery.</li> <li>• We teach a balanced curriculum that is sequenced appropriately in order to build on and develop the knowledge and skills required to secure children's ability and understanding of music</li> <li>• Children have opportunities to recall their musical knowledge and skills and demonstrate their abilities through performance</li> <li>• Connectivity between subjects is well planned to ensure children given opportunities to remember</li> </ul>	
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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.

<b>Interrelated Dimensions of Music</b>		
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. For example, knowledge of the pulse; what it is and how to demonstrate it. The acquisition of this knowledge is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It also 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 of 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.

### **Why this, why now?**

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A and year B). It is designed so that genres are varied in each key stage, therefore allowing for the interrelated dimensions of music to be applied to a variety of genres and for genres to be revisited, e.g. Reggae music.

### **Challenging the More Able**

Children who are working at the expected standard with greater depth are given opportunities to deepen their disciplinary knowledge through the exploration of more complex pieces and performances. This is demonstrated when they sing, play, improvise and compose.

### **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

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 and Global Themes**

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. This, therefore, promotes tolerance of people within our communities. This allows for discussion around British Values and links can be made to our global themes. For example, 'Being Aware of Others' can be reinforced in Year 5 & 6 when looking at Music and Me which focuses on inspirational women and gender equality.

### **Assessment**

Prior to a unit of knowledge, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. Teachers plan and teach lessons based on the outcomes of 'knowledge check (1)', which often include the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which includes low stakes quizzes.

Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Work from each year group will be moderated by staff to ensure that there is a progression in knowledge and that children are meeting their appropriate end goal.

**Reviewed September 2021**