

# 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

At Askwith Primary School, we believe that all children's education (this includes SEND, EAL, PP and vulnerable children) 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 curriculum offer for music aims to engage and inspire our pupils to develop a love of music and to develop their talents as musicians. We have a determined approach that drives us to ensure that all children meet the expected standard in music and have the knowledge required for secondary school. Our music curriculum allows children to develop their cultural capital. Different genres of music are explored and revisited giving our children an understanding of music from different countries and cultures. Music at primary level gives children opportunities to embed the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre/texture, structure and notation. These interrelated dimensions of music are taught explicitly across year groups. They are continuously applied, alongside other musical vocabulary and concepts, when learning how to listen to and appraise music, when learning how to sing and when learning how to play an instrument (including improvising and composing).

### Why this, why now?

The Whole School Long Term Plan is designed in year groups but can equally be used for mixed age classes. The music curriculum is designed so that genres of music are varied across the school, therefore allowing for the interrelated dimensions of music and other musical vocabulary and concepts to be applied to a variety of genres, e.g. reggae music. Genres/units of knowledge have been chosen from Charanga; a high-quality music curriculum programme. In Early Years, music is taught as part of Expressive Arts and Design. Music is taught weekly. One genre/unit of knowledge is taught per term and it is revisited over the course of the year. This allows for the relevant knowledge (musical vocabulary, lyrics to songs, techniques for singing and performing) and skills (singing, improvising, composing and performing) to be taught and practised in the first instance and when revisited again later in the year, the relevant knowledge and skills are refined. Repeating the same genre/unit of skills each term, allows for our children's memory of a genre-specific melody, lyrics and notes to be secure. Therefore, this frees up their capacity to hone the most important

aspects of musical knowledge and skills. All genres/units of knowledge are planned and taught following the Model Music Curriculum guidance and Charanga is used as a bank of high-quality resources.

### **Knowledge in music**

Knowledge in music refers to the understanding of musical vocabulary and concepts. These concepts consist of instrumental sounds, aural response and notation. This knowledge is the foundation for listening and appraising, singing and playing instruments.

**Substantive knowledge** in music is based on the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre/texture, structure and notation. Each of these key concepts can be split into the declarative knowledge - the 'know what' and the procedural knowledge - the 'know how'. For example, children develop an understanding of what pulse means and can explain the concept (declarative 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. In addition to this, children develop an understanding of how to demonstrate pulse and can show this in a variety of ways (procedural knowledge).

**Disciplinary knowledge** in music is the interpretation of the interrelated dimensions of music and how all of 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. As children build upon their substantive knowledge within each genre of music, they have opportunities to listen and appraise music, including their own. Working musically means that they are developing their 'ear' in music - listening for the interrelated dimensions of music, evaluating what they hear and making adjustments to improve where appropriate.

### **Reading opportunities in music**

Reading underpins our entire curriculum. Key texts and pieces of information are carefully selected ensuring that the content and reading age are appropriate. Key texts are on display and are made available for the children to access during daily 'reading for pleasure' time.

### **SMSC in music**

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the music curriculum.

**Spiritual** education in music is encouraged through the experience and emotion of responding to performing, listening and composing music. We develop the children's understanding of how music is a form of expression in a nurturing and supportive environment.

**Morally**, music allows for opportunities for critical discussion regarding professional music as well as each other's music. Children are encouraged to show empathy and understanding when examining and evaluating others' performances. The different genres explored throughout the curriculum also give opportunity for discussions around moral issues

historically in music. For example, the way Reggae music was borne out of political oppression in Jamaica in the 60s.

The music curriculum lends itself naturally to the development of children's **social** and **cultural** education. Different genres and styles are explored and appreciated giving the children opportunities to see how music underpins cultures and societies around the world now and through history. The curriculum and enhancements allow children to perform collaboratively and to different audiences; audiences within school and audiences in the community.

### Enhancements in music

At Askwith Primary School, we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects. For example, year 5 and 6 experience participating in a collective live performance at 'Young Voices'.

### Music Improvement Priority 2024-2025

Intent	Implementation
Further establish new music curriculum across school	<ul style="list-style-type: none"> <li>• Publish 'School Music Development Plan' and make it available on website</li> <li>• JF monitor use of new music timetable, progression document and essential knowledge overviews across school</li> <li>• JF collaborate with NY Music Hub to develop singing lessons in order to improve school choir</li> <li>• Review implementation of new music curriculum to establish strengths in new curriculum and make immediate amendments to combat any challenges faced when delivering new music curriculum (based on SMDP)</li> <li>• Increase the number of children who have lessons with North Yorkshire Music service so that capacity for an 'in school' ensemble increases</li> <li>• Plan Christmas performance for school choir</li> <li>• Plan whole school concert/performance for end of academic year</li> <li>• Plan whole school music enhancements (re: NY Music Hub) for 2025/2026</li> <li>• Develop further links with local secondary schools</li> </ul>

**Reviewed September 2024**