



## Curriculum Aims

### Subject – Music



#### **Aims & content of the Music curriculum at Mount Primary**

The aims of the National Curriculum for Music are for all pupils 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. All pupils should learn to sing and to use their voices. They should also be given opportunities 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. Lastly, all pupils should 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.

**In Key stage 1** pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should be introduced to basic vocal health and perform in a group, understanding the importance of respect, reflection and improving work. All pupils should have the opportunity to play tuned and untuned instruments musically as a class ensemble. They should listen with concentration and understanding to a range of high-quality live and recorded music and begin to recognise styles and some instruments, find the pulse and discuss other dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition). All pupils should be given opportunities to experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, and articulation). They should also begin to create their own responses, melodies and rhythms.

**In Key stage 2** pupils should be given opportunities to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should be taught how to present performances effectively with awareness of audience, venue and occasion. All pupils should also be able to perform by following basic staff notation as well as singing songs with increasing control of breathing, posture and sound projection. All pupils should be given opportunities to improvise and compose music for a range of purposes using the inter-related dimensions of music and explore, select combine and exploit a range of different sounds to compose a soundscape. They should also listen with attention to detail and recall sounds with increasing aural memory, internalise short melodies and play these on pitched percussion (play by ear). They should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. From this, they will be able to talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. All pupils should also develop a good understanding of the history of music through the topics taught.

The aim of Music teaching at Mount Primary is to create confident musicians whilst promoting a love of music from a wide variety of genres and time periods. Lessons will provide opportunities to listen to, discuss and appreciate pieces of music from different cultures and inspire all children to create their own music, experimenting with pitch, tempo, dynamics, texture, rhythm, structure and all other interrelated dimensions of music. Through learning about different artists throughout history, they will explore the impact that they have had on contemporary styles and also the impact their music had on people's lives during that particular time period. For all key stages, our Music sessions are divided into 4 key components- listen and appraise, performance, improvisation and composition. This allows them to fully develop their music skills, building upon prior learning and expanding their knowledge as they move through school, making them confident musicians. Developing the children's musical vocabulary is also an essential aspect of our Music curriculum and we expect their understanding of musical terminology to

flourish over time, enabling them to discuss their favourite pieces with confidence. Pupils will also have multiple opportunities to perform and collaborate as an ensemble, reflecting upon their work and giving feedback in a way that will shape their self-esteem and resilience in a positive way.

**How do you know children have learned that knowledge?**

The Music curriculum map is a tool for teachers to use to be able to refer to prior learning before moving on to new learning. Each of the 4 components (listen and appraise, performance, improvisation and composition) are repeated throughout the units and key stages so that skills can be refined and a mastery approach is achieved. Children will be able to use the key vocabulary that is stated on the knowledge mats. Their knowledge will be evidenced through conversations and discussions with the class teacher, performances or compositions that are captured on video or from jottings made in their music journals.

**How the Music curriculum caters for all learners**

Unlike some other subjects, Music can quite often be an area where disadvantaged or SEND pupils can excel, however where support is required, it can be implemented in a variety of ways. To ensure Music lessons are inclusive at Mount, class teachers need to anticipate potential barriers to taking part in particular lessons for those pupils with SEND. Removal of such barriers can be seen in the form of an additional adult; peer support; additional tools or personalised resources. For example, a child that is sensitive to loud noises or music may need to be provided with ear defenders. When looking at music notation, a child with poor vision may need to have magnified copies of the music. Differentiation may also be evidenced by setting common tasks that are open ended and can have a variety of responses and also by providing a range of challenges. High levels of challenge and ambition need to be ensured by allowing all children access to a range of instruments and the ability to experiment within the interrelated dimensions of music. The class teacher needs to carefully refer to the curriculum map and thoroughly understand the knowledge expectations to ensure an appropriate level of challenge.

**How does your content selection develop pupils' cultural capital? (knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).**

The Music curriculum at Mount promotes tolerance through different people's ideas, creative responses and understanding of different cultures and styles within music. Pupils are encouraged to question and explore a range of issues, whilst maintaining tolerance and respect for the views and beliefs of others. Pupils discuss, play and compose in the style of a wide variety of musicians. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. The musicians that the children study represent all members of our society including different genders, cultures and race. At Mount, we are lucky to be able to provide our children with cultural opportunities to learn outside of the classroom. Frequent visits from professional musicians, trips to The Royal Philharmonic in Liverpool and opportunities to perform in school productions provide rich musical experiences for all ages.