

Music Rationale

Purpose of study

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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.

Intent

Through high quality first teaching, we strive to deliver a high quality music education that aims to engage and inspire pupils to develop a love of music and explore and discover or build upon their talent as musicians. As pupils progress through the school, they should develop a critical engagement with a range of different instruments, musical styles, notation and genres, allowing them to compose, and to listen with discrimination to the best in the musical canon. Singing lies at the heart of good music teaching and this is, this is, and area we excel in at Landscore. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to, appreciate, and respond to different forms of music.

Therefore, we intend by the end of Key Stage 2 for children to be able to demonstrate their musical ability confidently using a range of tuned and untuned instruments and they are encouraged to make judgements about how they can improve their own work as well as evaluating and supporting others to improve compositions.

Implementation

Children typically receive one music lesson per week across at least 4 themes per year. All music teaching is based on and builds upon the progressive knowledge of the 9 interrelated dimensions of music.

Interrelated dimensions of music		
pulse	rhythm	pitch
tempo	dynamics	timbre
Texture	structure	notation

These are built upon as the children move through the school and by the end of Key Stage Two become evenly woven through the children's musical knowledge. Children have access to a wide range of musical resources and are taught to control a range of tuned and untuned instruments.

Teachers take planning from Charanga and the national curriculum subject content to deliver lessons that build on children's musical knowledge and ability. Where possible music topics are linked to and woven through the children's theme however, care is taken to ensure that children are being exposed to a wide of range of genres and musical cultures.

The Early Years Foundation Stage

Music contributes to a child's expressive arts development and the children are encouraged to explore and experiment with singing songs and making music. This also adds to the children's personal and social development by allowing for collaborative music making in the children's play. Music is provided for during the children's continuous provision often being led by the children's own interests and experiences. At Landscore, singing plays a pivotal role in enhancing children's learning experiences this is done in the EYFS by using phonics songs to enhance the children's phonological awareness and help embed new tricky words, counting songs to foster a child's mathematical ability, and songs from different cultures and celebrations to increase a child's knowledge and understanding of the world.

Additional music teaching, choir and whole school singing

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in additional tuition must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. However, by arrangement some lessons have been paid for or subsidised using the child's pupil premium budget. These lessons are normally taught to small groups of children or one to one, who have chosen to learn one of a variety of instruments, such as the guitar, piano, drums or woodwind instruments. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from EYFS - YR6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, the choir performs in public on a number of occasions throughout the year. Our music teacher also runs the very popular music makers after school club, which enables children to have the freedom and confidence to make their own music whilst also being given the skills to play as part of an ensemble.

Impact

- Children's knowledge and compositions show achievement and progression through the interrelated dimensions of music.
- Through discussion, children show an increasing awareness of musical composers, historical periods and musical genres.
- Children are able to critique and use musical vocabulary to improve compositions of both their own and their peers.
- Children will have a passion and enjoyment in tunelessly playing, singing and listening to a wide range of musical styles. They are able to appraise and respond to music using musical vocabulary and respond with their own musical compositions.

