

# MUSIC SUBJECT RATIONALE

<p><b>CONTENT &amp; SEQUENCING</b></p> <p><i>“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”</i> (DfE Music Nat. Curr)</p> <p>We use the music scheme, Charanga as well as our own expertise. This allows the pupils to express themselves as composers, performers, improvisors and communicators. 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 understanding including connected knowledge. We teach a balanced curriculum that is sequenced appropriately in order to build on and develop the knowledge and skills to secure children’s ability and understanding of music. Children have opportunities to recall their musical knowledge and skills and demonstrate their abilities through performance. We repeat the key dimensions of music throughout each of our classes—pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. We are building our resource bank, including class sets of recorders and Glockenspiels as well as untuned instruments to support and develop our music curriculum.</p>	<p><b>LINKS WITH OTHER SUBJECTS</b></p> <p>We aim to inspire a love of music that not only develops a subject specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture, thus reinforcing our global and local themes. Our music curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current) and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to pupils of every ability. Our musical opportunities — whether it be curriculum, time, instrumental lessons, whole-school singing or extracurricular activities — nurture pupils talent and creativity, but most importantly teaches our children to use their voices, take part and celebrate their unique gifts.</p> <p>From EYFS music helps develop children's understanding of the meaning of words, links music to movement, numerical order, pattern and repetition, strengthens memory skills and can support brain development. Above all this, music brings a sense of well-being and joy. Whatever choice of music you listen to can support your mental health and happiness— putting you in a good frame of mind to learn.</p>	<p><b>RETRIEVAL PRACTICE</b></p> <p>Each child is given a ‘Knowledge Organiser’ at the beginning of each topic. This contains key facts and vocabulary linked to topics studied— sometimes including music vocabulary. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the ‘Knowledge Organiser’ does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as ‘no hands up’, to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p>
<p><b>PROGRESS</b></p> <p>Each subject, including MUSIC, has a ‘<b>disciplinary knowledge</b>’ table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a <b>recognised national subject authority</b> eg Charanga and the National Curriculum.</p> <p>Progress at the end of each of the stages is recorded simply as ‘below’, ‘at’ or ‘above’ for each child.</p> <p>Subject leaders, as part of the ‘<b>20 minute monitoring</b>’ process, also conduct observational scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p>	<p><b>ENRICHMENT</b></p> <p>There are a variety of events that we are able to participate in with the express intention of extending our musical audience. We produce and perform two school productions every year, a whole school one for the Christmas term and a Year 5 and Year 6 one for our Leavers. These involve learning a variety of songs and performing in front of parents.</p> <p>We also aim to invite parents to join us to sing at the Church for Christmas Carols, as well as an informal sing-a-long around the tree at the end of term. We have gone to sing at the NNUH to perform for the canteen, we visit a local residential care home and sing for the residents there. We invite parents in for Harvest and Easter. We use our Music Hub subscription to invite in an expert to teach an instrument to a class for a term. We also run classes for Ukulele, Drums, Guitar and choir.</p>	<p><b>VISION FOR CHILDREN</b></p> <p>Each subject, including MUSIC, has a clear statement of intent for children. These are recorded on both the ‘subject narratives’ and the ‘skills progression’ documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being ‘skills for life’, to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer— including the ‘hidden curriculum’ of daily informal interactions with children and modelling of attitudes and behaviour, to instil the core values identified as valuable for children growing up in our locality and local context. These are listed in our ‘Being a Citizen of Little Melton and the World’ vision— displayed in all classes.</p>