



Music Curriculum Rationale and Purpose

Introduction

At Coton-in-the-Elms Primary School, we aim for every child to have PEACE and the decisions we take are driven by 5 simple words, which we hold dear.
Perseverance. Enjoyment. Awe & Wonder. Compassion. Excellence.

- We **Persevere** to offer our very best and work closely with every family
- We foster a sense of **Enjoyment** for all who is involved with our school
- We provide plenty of **Awe & Wonder** moments to make school memorable and learning exciting
- We encourage and promote acts of kindness and **Compassion**
- We strive to deliver **Excellence** in all that we do by making continual improvements and never 'standing still' for the good of all children



We believe that through the accumulation and application of knowledge, children are equipped to experience 'life in all its fullness' (John 10:10).

'If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him.' James 1:5.

Music as an art form has always connected deeply with people of all cultures and languages throughout human history. Making melodies with voices and instruments has been a key part of the expression of man's experiences. When words fail us, and the circumstances of our physical lives confine us, music is an outlet for the hopes and dreams, passions and desires, the tension and confusion, and even the transformation taking place within us.

Music connects with us on a level nothing else does, and for that reason, people have always recognised a divine power and spirituality to music.

Curriculum Purpose: Why study Music?

Why do learners at Coton-in-the-Elms Primary need to study Music?

We believe that our students need to study music as it offers them a unique opportunity to learn a specific set of knowledge and skills through a positive, creative and remarkable experience.

Music provides learners with the opportunity to develop practical and aural skills, while engaging with a wide range of music from different cultural and historical backgrounds. Through composition, learners are provided with a platform in which they can have artistic license, putting their own stamp and individual creativity into a piece of music. With a wider range of opportunities to perform newly learnt musical skills. Music can help build confidence and find joy in learning.

Music inspires children to develop a life-long hobby, which can provide them with the opportunity to have 'life in all its fullness' through both solo and ensemble performances. Music is an integral part of our daily Collective Worship. This enables children to share in the joy of music during reflections and celebrations with the school community.

What are the aims for the music curriculum?

(i.e. what do we want learners to be able to know and do by the time they leave school?)

As our children leave **Coton-in-the-Elms Primary School**, we want every child in our school to learn to play a musical instrument. Every child will learn to listen to Music carefully and be taught to consider how it makes them feel, listening with attention to detail, and be able to provide an opinion on a range of music from different genres and times. Through collective worships – where we praise in song – we want the children to be able to aurally recall music, performing vocally in tune and with accuracy. The children will be exposed to a range of music-specific vocabulary, which they will be encouraged to use when participating in reflections and discussions.

National Curriculum

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

Our Curriculum

How is our curriculum designed?

We ensure that our subject knowledge is up to date. We engage in a range of professional development through the local authority, from the DfE and read and reflect on OFSTED's research materials - [Research review series: music - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/research-review-series-music)

Music can be seen as a specialist subject and some may not see themselves as musical. We want our pupils to all see themselves as musicians and we ensure that we deliver the curriculum with confidence to inspire our children. All staff have access to Kapow. A well received scheme that provides detailed, easy to follow lesson plans along with teacher help videos for each lesson.

Our lessons are sequenced to ensure progression of skills and knowledge. Staff have received training about the Science of Learning. Based on this educational research, each lesson begins with a revisit activity, drawing on prior learning from the previous lesson, previous unit of work and from previous units. This is to ensure that the knowledge gained over time is revisited and embedded into their memory. The problems that novices face in programming arise in part from a lack of organised knowledge, ultimately undeveloped **schema**. Opportunities to **revisit prior learning** and to have new and repeated encounters with contexts will build a breadth and depth of knowledge.

Where there are gaps in knowledge, teachers adapt the lessons to address these. These adjustments are noted on the planning document and kept in class files.

Any content not completed due to time restrictions or having to revise previous content, is noted on the long-term plan and picked up later. This might be through merging lessons or could be to have additional lessons to meet lesson objectives.

Which values underpin the curriculum content?

Our values of P.E.A.C.E are all evident in the music curriculum. Within the music curriculum, there are aspects of problem solving and the challenge this brings, requires children to persevere. The essence of each unit is chosen based on what children enjoy. *For example, pupils learn to sing and respond to more modern and varied music from different genres and cultures.* Pupils have the opportunity to perform for audiences, giving themselves that sense of pride and fulfilment.

Understanding how music can make us feel links very close to compassion. High expectations and an ambitious music curriculum expects pupils to attain well and achieve excellence.

How are British Values taught from Music?

We will learn about our **various heritages and cultures** while engaging with music from a wide range of cultural and historical backgrounds. The children will also be able to enact their **individual liberty** when performing and composing music. Engaging with music in their own personal and creative way, with their choices being at the heart of the creations. The children will also learn about how Music can be used to **explore praising in faith**.

Inclusion: Our curriculum is ambitious for all and is adapted through differentiation, scaffolds and support to address inclusion and disadvantage in its implementation.

Which links to careers can be made within the Music curriculum?

Learning a creative skill – such as a musical instrument – requires a particular set of skills, which can be applied to a wide range of careers. Music attracts aural, visual and kinesthetic learners, as there are a variety of ways in which a learner can begin to master their skill. It takes nerve and control to effectively perform in front of others, this calm, collective and brave mind-set is also an attribute which can be applied to a wide variety of careers paths, such as:

Performer, Songwriter, Composer, Producer, Music Management, DJs / Radio Host, Presenter, Recording/Sound Engineer, Director, Conductor, Teacher, Critic/Journalist, Musical Therapist, Journalist, Editor, Agent/Representative, Scout, Marketing or an Entrepreneur.

Curriculum Rationale: Why study Music in this way?

Why has the specific knowledge been selected?

The teaching of knowledge in Music has been organised in a progressive order so that they initially develop a foundation of knowledge, through transferable common threads of a theoretical understanding of musical knowledge, before enhancing their skills further. Exploration of instruments and song begins in the early years. Children in Key Stage 1 learn fundamental music knowledge such as rhythm, pulse and volume - they do this through singing and non-tuned percussion lessons. The children later on progress onto learning to play musical instruments, while developing a deeper knowledge and understanding of music theory which supports their learning of musical knowledge skills.

Why is it taught in the order that it is?

Coton School ensures that children are building upon their prior skills and knowledge, with the opportunity to continually consolidate and reinforce prior learning of the interrelated dimensions of music as they progress throughout the curriculum and are introduced to new dimensions. This means that by the time the children learn their first musical instrument in Year 4 that the children have a good understanding of the foundation knowledge and principles of music, understanding how it sounds and makes them feel, before creating it for themselves. The children will also need to be able to physically be able to handle a music instrument and be in good control of their bodies, before learning individual instruments from Year 4 onwards.

The recorder has been chosen as their first instrument because it is easier to hold, get the fingering right and produce a clean sound from. Recorders are the perfect starter instrument as the skills learnt from them can be easily transferred to other instrument, particularly those in the brass and wind musical families. Recorder lessons are introduced in Year 3. Throughout KS2 the children will get to experience learning to play a variety of musical instruments, such as: recorder, flute, glockenspiels while progressing to build on the skills and knowledge they have been developing while at our school.

How are Music lessons delivered?

Music is taught in weekly sessions and links to other curriculum areas where appropriate. Classes follow a scheme of music education, produced by Kapow. These sessions are led by the teaching team in school. There is a music trolley of tuned and untuned instruments that are used in music lessons. The school also has 15 glockenspiels. There is a school choir, who perform to parents and within the community throughout the year.

What is the impact?

We believe that the teaching of Music will have a significant impact on the children. After the implementation of this music curriculum, children at our school will have unique experiences to explore, share, rehearse and perform with one another. Music engages aural, visual and kinesthetic learners in a way like no other, and we hope that each student will find their own love of learning through the teaching of Music. Through performance, we hope that the children – as individuals and as a collective – will develop confidence and trust in one another as they rehearse and perform in our community as ensembles.

Music Curriculum Aims (end-points/expectations)

What are the aims, end-points, of specific stages of the curriculum?

EYFS:

In EYFS the aim is to teach children to listen, understand, appreciate and compose music.

Children sing songs, make music and dance, and experiment with ways of changing them.

Making up rhymes and changing ending to songs will boost creative development and social and emotional development.

Using both music and movement provides a stimulating environment which nurtures creativity and where originality and expressiveness are valued.

What are the aims, end-points, of specific stages of the curriculum?

National curriculum objectives for KS1

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

National curriculum objectives for KS2

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To develop an understanding of the history of music.

