



Music Rationale

“Great music education is a partnership between classroom teachers and specialist teachers... It is important that music education of high quality is available to as many of them as possible... Music helps bind pupils into the wider life of the school” (Department of education)

“Music has a power of forming the character and should therefore be introduced into the education of the young.” (Aristotle)

At Lothersdale we believe in providing a knowledge rich music curriculum that provides the opportunity for all children to access a range of different music. Our balanced music curriculum provides practical and exploratory opportunities for children to develop their creativity, confidence and competence as performers, composers, improvisers and listeners. Through a carefully planned sequence of learning, children build their knowledge of music as they move through the year groups to achieve our goal.

Intent

- Children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- We aim to develop a curiosity and love for the subject, as well as an understanding and acceptance of the validity and importance of all types of music.
- We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
- Music promotes diversity and is used to express the children’s personal, emotional, social and cultural identity.
- Children become competent musicians who are able to compose, share and perform using their new knowledge.

Implementation

- The carefully sequenced music curriculum ensures students sing, listen, play, perform and evaluate.
- Each week a specialist music teacher delivers carefully sequenced lessons to develop the children’s knowledge of music to the children in the following groups:
 - EYFS
 - Year 1
 - Year 2
 - Year 3 and 4
 - Year 5 and 6
- Children learn to compose and perform music using body percussion and vocal sounds which

develops the understanding of musical elements without the added complexity of an instrument.

- Throughout their time at Lothersdale, children will learn to play a range of instruments from all of the different music groups and compose their own pieces of music.
- Children build knowledge and an understanding of the different principle of each method of creating notes, as well as how to read basic music notation.
- Children have opportunities to recall their musical knowledge and skills and demonstrate their abilities through performance.

Impact: to be reviewed at the end of each year

Substantive and disciplinary knowledge in Music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Dimensions of Music		
Pulse	Rhythm	Pitch
Tempo	Dynamics	Timbre
Texture	Structure	Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this 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.

Assessment in Music

Assessment in music is done through continuous assessment for learning through monitoring individual's progress against the year specific expectations within a unit of music. Summative assessments are made observing children's final pieces of music and through half termly discussions with the music teacher. Digital evidence is taken to support teacher observations and assessments of children's progress.

Reviewed July 2019 - WC