






## Subject Overview

Music					
<p><b>Vision for Music</b></p> <p>Our high quality musical education develops our children's knowledge and curiosity in the subject. Their self-expression, personal achievement and self-confidence are nurtured through rich and memorable music experiences.</p>		<p><b>Key Concepts</b></p> <p>Timbre    Texture    Dynamics    Duration Pitch    tempo    Structure</p> <p>Improvise    Compose    critically evaluate</p>		<p><b>Content and Sequencing</b></p> <p>Learning is sequenced so that knowledge is built upon each year e.g. Children in Year 1 will categorise sounds by their timbre; children in 4 will recognise and begin to select instruments with different timbres in order to have an effect on the listener.</p>	
Curriculum Drivers					
Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based
<p>Music teaching and learning allows children to develop a true understanding and appreciation for the music that surrounds them in a variety of different contexts. Teachings develops children's curiosity, encouraging them to question and explore the intention, creation and perception of music installing a love for experimenting with and developing a sound of their own.</p>	<p>Music teaching and learning builds children's understanding of the cultural and historical importance of music. It enables them to understand the impact music can have on both their life and the lives of others.</p>	<p>Music teaching is not linear. Instead, the different units of work create a learning spiral, which enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.</p>	<p>Musical teaching is practical, experimental and child-led which enables children to become immersed in the wonder and exploration of music. Through practical experiences with music children are more likely to learn and retain the knowledge and skills they will need to progress.</p>	<p>Music teaching empowers children to use technical language accurately and confidently when articulating their responses to music, during the creation process and when evaluating performances. The structure of the curriculum ensures maximum exposure to the subject specific terms ensuring that children can speak clearly and coherently about their learning and that of others.</p>	<p>Music teaching and learning revolves around asking questions, trialling and revising ideas. Children are encouraged to listen intently and question the stimuli they are given with a sense of wonder and curiosity. As they begin to develop their own ideas, music teaching facilitates constructive examination of what they have created and how they can further develop it.</p>
<p><b>Links with Mathematics and English</b> </p>		<p><b>Progressive</b> </p>		<p><b>Inclusive</b> </p>	
<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> <li>➤ Personal responses to stimuli</li> <li>➤ Written evaluations (balanced response)</li> </ul>		<p>➤ Evidence of the creative process will be clear – responses to stimuli, ideas gained from improvisation, final product</p>		<p>➤ Task support is varied to support children to access the task.</p> <p>➤ Learning is challenging.</p>	

<ul style="list-style-type: none"> <li>➤ Story telling through music – link between words and effect on the reader and sounds and their effect on the reader.</li> <li>➤ Mini projects on specific composers or musical genres</li> </ul> <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> <li>➤ Repeating patterns, sonnets, repetition of motifs</li> <li>➤ Symmetry in call and response patterns – KS2 developing listening skills to repeat the pattern in reverse.</li> <li>➤ Beats as a regular pattern</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children can talk confidently, using the technical vocabulary appropriate to their year group, about music they have listened to and that which they have created.</li> <li>➤ Evidence of children applying their understanding after the unit of learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children’s starting point are identified using assessment tools and teaching builds on prior knowledge.</li> <li>➤ The curriculum is practical to engage all.</li> </ul>
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