

## Music Rationale

### **Learning to Live, Living to Learn**

“Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.”  
(Burnard and Murphy, 2017)

A balanced music curriculum at Rushwick Primary School enables the children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through deliberate practice, children become fluent in their knowledge of music. As they move through school, the children should also develop an increasing understanding of the history of music, learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Music promotes diversity and is used to express the children’s personal, emotional, social and cultural identity. Children not only learn about music but they will develop a love of music, becoming musicians who are able to share and perform using their new knowledge.

#### **Implementation:**

We use the music scheme, Charanga. This scheme allows for the interrelated dimensions of music to weave through musical units and encourage the development of musical knowledge and skills. 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 knowledge including connected knowledge. We teach a balanced curriculum that is sequenced appropriately in order to build on and develop the knowledge and skills required 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.

All musical learning is built around the interrelated dimensions of music outlined above. 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

Interrelated Dimensions of Music		
1. Pulse	2. Rhythm	3. Pitch
4. Tempo	5. Dynamics	6. Timbre
7. Texture	8. Structure	9. Notation

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.

#### **How are music lessons delivered at Rushwick Primary School?**

Pupils study one discrete music session each week lasting 30 minutes in KS1 and 45 minutes in KS2. Sessions are delivered in nine strands: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Pupils also have opportunity to perform as a class and key stage at various points in the year including Christmas nativities, carolling and class assemblies. We follow the scheme Charanga, whereby a robust curriculum and coverage of skills are facilitated.

#### **Coverage – Key objectives and guidance for KS1 and KS2:**

Key stage 1 Pupils should be taught to:

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

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

KS2 Pupils should be taught to:

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

**Progression Framework:**

For detailed map for each year group:

<https://charanga.com/site/new-assessment-framework-helps-demonstrate-progression-students-musical-knowledge-understanding-skills/>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR R</b> OVERVIEW & PLANNING	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 1</b> OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 2</b> OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 3</b> OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 4</b> OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 5</b> OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 6</b> OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music and Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6