

MUSIC

Rationale

Music is a universal language that embodies one of the highest forms of creativity. 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Knowledge Choice

Through the Musical School programme the children 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. Children will learn about all the musical dimensions in context, by studying a wide range of music from the historical greats to contemporary works. Staff and other notations are introduced gradually supporting musical development so that the children sing and play first before being shown how this can be represented on a score.

Progression in Music involves developing skills and knowledge through:

- Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learning 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
- Understanding and exploring how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical

End Points:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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 Stage2:

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.

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

As a musician leaving St Peter's, every child will:

- Have a passion for, and commitment to, a diverse range of musical activities.
- Have good awareness and appreciation of different musical traditions and genres.
- Have performed, listened to, reviewed and evaluated music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Have learnt to sing and to use their voices and had the opportunity to perform in a range of different musical stage productions, in front of large audiences
- Have had the opportunity to learn a musical instrument and develop the skills of reading graphic notation in music
- Have had the opportunity to join a choir and sing for pleasure
- Have created and composed music on their own and with others
- Understand how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Have attended concerts and musical theatre productions, including a visit to see a West End musical show which they will then perform in

Artsmark has been awarded to St Peter's Primary School for its commitment to, and excellence in, arts and cultural education.