

## Music - Curriculum Design

### Purpose of study

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.

### What are the aims of the subject?

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.

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### Music at Rodbourne Cheney Primary School

At Rodbourne Cheney Primary School we want to ensure that our pupils develop the skills needed to be able to participate, appreciate and express themselves through music. They should have knowledge taught to them that allows them to build on prior learning and be able to make links between their learning. We have designed a curriculum that builds bridge so that a depth of learning is experienced and schemes of work and music tuition are not in isolation but build overtime

Where possible we link subject areas to provide a purpose for music; this is only done where it is relevant. We want music to be real for our pupils and so want to expose them to a range of musical styles and genres within the classroom.

We want music to be part of our classrooms and its benefits to be felt in other areas of the curriculum. We use a tiered approach to vocabulary that gives the pupils the technical language of the subject and builds on what they already know.

We endeavour to build in bite size exposure to music in the classroom in between schemes of work in order to allow pupils to apply their skills and knowledge. This might be having a piece of music of the week and discussing how it makes us feel, using nursery rhymes to develop vocabulary and putting routines and instructions to music to include the children in classroom expectations.