



Fulmer Infant school

Music Policy

INTENT

At Fulmer Infant School our music curriculum is based on the thinking that musical 'knowledge' has been described as knowing how to make music, knowing musical practices with critical insight and knowing how music enriches the inner life: in summary music making and music thinking (Toyne, 2021). This curriculum, which is informed by the Model Music Curriculum (MMC) (2021), develops musical knowledge within this conceptual framework.

Within the discipline of music our knowledge rich curriculum develops an understanding of music by exploring the language of music through experience. This musical knowledge, which can be difficult to put into words, is sometimes referred to as 'tacit' knowledge. In our curriculum, experience is developed through singing, listening, composing and performing. These musical practices are woven throughout the curriculum, and are carefully sequenced so that pupils can build procedural knowledge and technical skills through practice. This allows them to begin to realise and develop their own expressive intentions through music.

Beginning to understand the language of music can be described as becoming more 'musical'. This is the aim of this curriculum. As such, each unit has a musical focus, such as pulse, rhythm, tempo, pitch, timbre, dynamics, form/structure, texture or harmony or a combination of these. These are sometimes called the dimensions of music. Knowledge of the dimensions is sometimes referred to as 'constructive' knowledge. Pupils may explore how music is constructed using the elements of music by listening analytically or using them as components to build their own compositions. Experience of, understanding and use of these elements build gradually throughout the curriculum. For example, in year one children begin to understand pulse by marching and in year two the children constant and changing tempos.

The different elements of music do not exist in isolation from each other, so, whilst a unit will have a primary musical focus on a particular dimension, other dimensions are highlighted and used alongside the primary dimension to develop the children's musical understanding. It is recognised that children's understanding of and proficiency in practising music builds with repeated experience of how the different elements of music intersect. As such these elements are woven throughout the curriculum so that children can begin to build automaticity in their music practice

IMPLEMENTATION

The different genres of music which are explored in the curriculum introduce children to the wonderfully diverse story of music and build pupil's declarative knowledge of musical culture and history. Music is drawn from a variety of traditions, including western and non-western classical music, folk, and a variety of modern traditions including rock, pop and jazz. Pieces are drawn from all over the world and from different centuries.

The driving focus of each unit is musical and therefore, the music is not presented in chronological sequence. Increasing cultural contextual understanding is enhanced by learning about music which relates to other areas of the PKC curriculum. For example, in year 1 children learn about Holst and the Planets Suite while learning about taking care of the Earth in science.

Each unit, over the course of six lessons, follows the same structure. At first the children listen to and encounter music which will form the focus of their musical learning. They are encouraged to actively engage with the area of musical learning which will be the focus of the unit. They then explore the key musical ingredients and cultural context of the piece of music through active music making. Practising, improvising and/or composing then allows them further to experience and investigate the key musical focus before performing the music they have made to their peers. Evaluation of their own and others' performances concludes the process.

Each lesson in the unit also follows a broadly similar structure: warming up the body and the voice using songs which relate to the musical focus of the unit; recalling prior learning; listening to, responding to and exploring music which forms the focus of learning for the lesson; creative practice based around the focus music whether by composing, improvising, practising or performing; evaluating and reflecting at the end of the lesson. A familiar structure week by week aims to create and perpetuate an effective learning environment. Lesson 6 of each unit has an emphasis on practising for performance, performing and evaluating that performance. This supports children to build on their procedural knowledge and technical skills to be able to perform with increasing confidence and expression.

Each lesson starts with singing as this is the essential basis of musical learning. Songs are generally revisited over the course of a unit, from unit to unit and across year groups to allow for repeated practice of familiar material, allowing children to build their singing skills. Learning music through movement (as developed by the methods of Dalcroze and Kodály) is also seen as a central element of musical development and therefore forms an important part of many lessons.

Western notation is learned using the methods of Kodály and introduced slowly and in relation to a gradual increase in understanding of musical elements which the children experience as the focus of each unit. It is important that 'sound' is encountered and understood before its corresponding 'symbol' is introduced. Finally, each lesson includes an element of working with others. This is central to musical practice and may be experienced as a whole class or in smaller groups.

IMPACT

Whilst in school, children have opportunities to experience many musical elements giving them experiences that will form the basis of their own musical journey. This will enable them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner provides an opportunity for children to experience

achievement, self-confidence, interaction with others and self-reflection. The children will also develop their understanding of culture and history, in relation to pupils individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Our Music Curriculum is planned to demonstrate progress. Teachers track the progress of and this is monitored by the music subject leader throughout the year, who will review the children's work and discuss their learning and understanding with them. Our music curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Music which the children listen to, create and perform as a part of this curriculum can, of course, be a springboard or impetus for musical activity outside of the classroom. In school children have the opportunity to perform with their class during school performances and celebrations throughout the year.