

Music Curriculum Statement

Vision for music at Foxhills

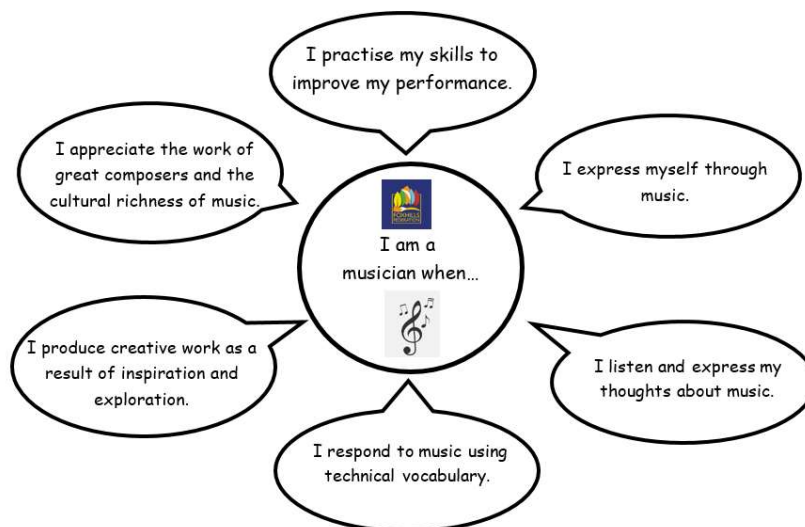


For every child to have a secure grounding in the constructive, technical and expressive pillars of music so that they can approach all future music opportunities from a solid foundation.

At Foxhills we recognise that music is a universal language that embodies one of the highest forms of creativity. Our music curriculum engages and inspires pupils to develop a love of music and their talent as musicians, whilst increasing their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music is a vital part of our broad and rounded curriculum and gives pupils the opportunity to make music, think more musically and become more musical.

Our aspiration is that all children will have a secure grounding in the constructive (substantive knowledge), technical (disciplinary knowledge) and expressive (tacit knowledge) pillars of music so that they can approach all future music opportunities from a solid foundation.

The intention of our curriculum is defined below:



Sequencing of the music curriculum

From year R to year 2, children become more musical through the acquisition of knowledge of seven dimensions of music (substantive knowledge):

- Pitch
- Tempo
- Duration
- Timbre
- Texture
- Structure
- Dynamics

From year R to year 2, children also become more musical by practising skills (disciplinary knowledge):

- Playing and Singing
- Rehearsing and Performing
- Notating

Finally, from year R to year 2, children become more musical as they develop the vocabulary and aptitude to appreciate musical canon (tacit knowledge):

- Listening and Responding
- Describing and Discussing

The Foxhills Infant School curriculum has been developed in partnership with Foxhills Junior School to ensure that, on their transition to Junior education, children's learning journey remains coherent.

What are the knowledge types and how will they be taught?

The curriculum at Foxhills is knowledge-based because our staff are united by the belief that knowledge promotes intellectual growth: the more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences.

The knowledge in our music curriculum is split into three different knowledge types. Substantive knowledge (knowing that...), disciplinary knowledge (knowing how...) and tacit knowledge (knowing when and knowing why...).

	<ul style="list-style-type: none"> • Substantive knowledge is comprised of established facts. Children are taught these facts through highly effective teacher modelling. This knowledge is presented to children in different ways and is reinforced through the use of knowledge organisers, prompts, displays and WAGOLLS. • Disciplinary knowledge refers to the methods of working; in this case, how musicians perform. Teachers model this in different ways depending on the needs of different children. Children learn how to perform through listening and responding to others (peers, teachers and professional performance) and using their reflections to enhance their own rehearsal technique. • Tacit knowledge refers to the awareness children gain from the experience of listening to and reflecting upon the best in music canon. While this implicit knowledge may be difficult to communicate through the written word, the acquisition of tacit knowledge will be evident as children develop their love of music and their talent as musicians.
<p>How is the curriculum implemented?</p>	<p>When delivering the music curriculum to our children, teachers consider both pedagogical knowledge and pedagogical content knowledge. Pedagogical content knowledge refers to the link between what the children need to know (our knowledge) and how to teach it. When considering pedagogical knowledge, teachers think about the best ways for the subject to be taught and delivered (based on our disciplinary understanding).</p> <p>Tacit knowledge is the starting point for the learning of new substantive knowledge in music at Foxhills. Exposure to the best in musical canon informs and inspires children as they are introduced to the extent of what can be achieved through the learning and practising of music. Regular opportunities for conversation about music are sought throughout the week at school. Assemblies, in particular, are an opportunity for the school as a whole to reflect upon, discuss and describe music. At all times, teachers model the use of musical vocabulary and encourage children to give a broad and thorough response to music that they hear.</p> <p>At the start of each half term, children are exposed to a professional recording of a piece of music chosen to exemplify the musical dimension children will be learning about during that Learning Journey. Each Learning Journey will take children from Listening and Responding, Describing and Discussing, to the Composition and Performance of their own works, which will demonstrate their understanding of the substantive knowledge taught. Substantive knowledge builds as the vocabulary presented to children refines their ability to Describe or Discuss and increases the breadth of what they are able to Rehearse and Perform. Children develop an awareness of the nuances of musicality and have the opportunity to express these nuances for themselves.</p> <p>Practising is vital to the successful acquisition of skills (disciplinary knowledge) in music and the successful execution of all dimensions of music (substantive knowledge). Teachers allow time for practising, always encouraging children to reflect on how best to rehearse and perform.</p> <p>Children have the opportunity to demonstrate their substantive knowledge through composition. Towards the end of each half term, children will compose (either individually, in a pair, in a small group, or as a class). The notation of this composition, as well as the performance of it, gives teachers the opportunity to assess children's knowledge. This composition will not only contain evidence of the musical elements taught during the current unit, but will also be an opportunity for children to revisit and consolidate previous learning. Children may compose for tuned or untuned instruments and so, through this application piece, children display their disciplinary knowledge of instrumental or vocal technique.</p>
<p>Adaption and variation</p>	<p>Adapted modelling and varied task design enables all children, including the most disadvantaged and those with SEND, to achieve at least the expected standard and keep up with the aims of the curriculum and make exceptionally good progress from their starting points in music. Progress is defined as knowing more, remember more and being able to do more.</p> <p>Cutaway teaching provides an opportunity for children to experience varied modelling, based on their individual needs. Opportunity for practise in small groups supports children in targeted knowledge acquisition. A teacher as a conductor leads children to recall the substantive knowledge they need to deliver an effective performance. Once children have this awareness, they are able to lead for themselves.</p> <p>Notation suited to the child's current level of understanding, as well as additional practise time, enables them to learn the substantive knowledge required to give a performance which takes into account the engagement of the audience.</p> <p>Composition tasks are open and creative and enable children to truly show what they know and can do. While the scaffolds put in place to support a performance will vary for each child, a ceiling is never put on what a child can achieve.</p>
<p>Rationale for enrichment and wider personal development</p>	<p>In addition to the curriculum, all children have access to co-curricular opportunities for instrumental learning. Those who wish to pay can have additional teaching on keyboard, drums, piano or guitar as part of a band with RockSteady. Pupil Premium children can participate in these lessons free of charge.</p> <p>Further lessons are taught by specialist, peripatetic teachers on string and woodwind instruments.</p> <p>For children who are participating in co-curricular music, additional performance opportunities are provided (performance, and the practise required to prepare for that performance, being an integral part of musicianship).</p>

	<p>Key Stage 1 experience performance when they sing for productions at Christmas and at the end of the academic year, and when they visit a local care-home to sing.</p> <p>Opportunities for visiting, live musicians are seized whenever possible and all children in the federation have the opportunity to see live music at the Royal Albert Hall during the annual trip to the Music For Youth Proms.</p>
Impact	<p>Teachers check children's understanding of the music curriculum through the use of constant AfL during and between lessons. This enables teaching to be adapted and misconceptions to be addressed in real time. When children record learning in their books, pink feedback given to children to acknowledge successes and explain why a child has been successful. Green feedback identifies where a child needs to improve. It is very specific and achievable in enabling the child to improve. Annotations are made in blue pen when prompts of knowledge not already recorded on knowledge organisers might be useful.</p> <p>The music subject leader conducts book looks, triangulated with the sharing of performances and pupil conferencing in order to assess the extent in which all children are making progress in achieving our vision for music.</p>