

# Music



## Where it begins

In EYFS, pupils begin to use instruments to learn about cause and effect. Pupils have the chance to listen to rhymes and songs-learning a number of them. They talk about music, expressing their feelings. They sing in a group or along, matching pitch and following a melody.



## Hands-on learning

Pupils at Haughton learn about music theory but also have ample opportunity to use tuned and untuned instruments to create music. They have chance to improvise and compose music, allowing them to explore the sounds different instruments make.



## Reading and vocabulary

Vocabulary is outlined by subject leaders and deliberately taught. Topic-specific vocabulary allows pupils to express their feelings about music as well as discuss the interrelated dimensions of music (Musical elements). Displays showcase this vital vocabulary. We learn about musicians, styles and genres through reading.



## Well-sequenced lessons

Teachers plan well-sequenced lessons with the support of knowledge organisers which provide guidance for the order and content of lessons. Key knowledge is outlined and CPD opportunities are provided. Subject leaders attend MAT training and disseminate to staff during staff meetings We use Charanga to support teachers with specialist music knowledge.



## Inclusivity

Our DT curriculum encourages all pupils to express themselves and learn new skills. Scaffolding supports pupils to achieve excellent outcomes in Music. Scaffolding may look like mastering fewer notes but with rhythm before combining notes.

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## Cross curricular links

Reading unlocks contextual information around music. We read about the musical era, styles and artists' history. This helps us to consider how music styles were borne and what inspired musicians along the way. We use Maths to read notation and compare the length of notes. Additionally, we use History and Geography to understand genres.



## Cultural Capital

Leaders have created a cultural capital map for teachers to follow. This provides experiences linked deliberately to Music topics. We use resources that otherwise we may not get to experience such as concerts, orchestral performances or bands shows.



## Disciplinary knowledge

Pupils at Houghton St. Giles learn **how** to be a musician. We learn about how to play with rhythm, the tone and pitch of music and how to combine notes. We learn how to appreciate music and comment critically yet respectfully on music sharing our preferences.

## Substantive knowledge

Guided by the National Curriculum, subject leaders have created a two-year rolling programme which is both progressive and challenging to support our mixed-age school. Our Music curriculum covers a wide range of musical genres and styles incorporating musicians from various cultures and backgrounds.



## Assessment

Teachers assess throughout topics and not just at the end. They balance assessment of substantive and disciplinary knowledge. Quizzes and performances help to keep assessment engaging for pupils. Feedback is given on compositions we perform to one another and chances to enhance our music is provided.