

Subject Intent: Music



'The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical' Chris Stevens HMI Music 2022

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything. . . Without music, life would be an error. (Plato)

We believe that music is an important part of our curriculum because:

- It enables lifelong participation in the use of music for expression, enjoyment, in helping us process emotion, to change the way we feel and generally improve well-being.
- Provides the foundations in excellence for those who wish to pursue a career in the music industry.
- It gives our pupils access to the social and personal benefits of making music alone and with others.
- Research has proven that blood flows more easily when music is played, which can elevate mood, reduce stress, manage pain, and stimulate memories. (This is why music is used as therapy for managing anxiety and degenerative neurological disorders.)
- It improves the experience of everyone in our school community, bringing people together to share emotional experiences, to feel a sense of belonging and connection, to celebrate, show gratitude and process challenges.
- It gives our pupils an opportunity to develop a wide range of life skills which will build their confidence and self-worth.
- It gives pupils the knowledge and cultural capital to understand music and it's historical, cultural and social significance.

Without music. . .

- Pupils would not have the skills necessary to participate fully in music making and miss out on the mental, social and physiological benefits this brings.
- Pupils would not fully appreciate the broad spectrum of musical traditions and historical music available for them to enjoy and their cultural significance.
- Pupils would miss out on opportunities to have fun and be creative.

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By the time our children leave East Park Academy in Year 6, they will...

...know	<ul style="list-style-type: none">♪ How to read traditional music notation including articulation markings.♪ About major and minor tonality♪ The instruments of the orchestra and many from other traditions♪ A vast range of songs and singing games♪ The historical periods of western music and the significant contribution to music made by women and by black and brown composers.
...be able to	<ul style="list-style-type: none">♪ Perform confidently on their own and as a group, often singing in harmony.♪ Talk with confidence and interest about a range of musical styles and composers.♪ Compose a simple song♪ Play at least one instrument♪ Identify instruments from their sound♪ Use garage band to create their own music
...have experienced	<ul style="list-style-type: none">♪ Participating in at least eight large performances with an audience.♪ Seeing a musical show at the theatre.♪ Participating in a massed choir event at Young Voices.♪ Live performances from professional musicians in school

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The music curriculum is taught progressively through three interrelated pillars:

Technical – incrementally developing the physical elements of singing and playing an instrument; understanding how to use music technology to make music; understanding music notation.

Constructive – Incrementally understanding how music works – keys, scales, systems, form, structure.

Expressive – Building increasing and connected knowledge of music's provenance – history, social, culture, geography, purpose, and meaning. How musical elements work in an inter-related way to give musical expression. Applying technical and constructive knowledge with increasing sophistication to give personal musical meaning.

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing: Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group

Listening: Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence

Composing: Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non- standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.

Performing: Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.

Musicianship: Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form.

Children's Charter:

- ♪ We will develop a love of music.
- ♪ We will be curious about different styles of music.
- ♪ We will understand how music works and why it is important.
- ♪ We will be given the opportunity to create and perform music together.
- ♪ We will experience and discuss a wide range of recorded music and performances.
- ♪ We will become more musical.