

Successfully Implementing the *new* Primary Music National Curriculum



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 musical canon.



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Aims

- Perform, listen and review/evaluate wide range of music
- Sing, play a musical instrument and compose
- Promote understanding and exploration through inter-related dimensions



What has remained?

- Music as a statutory entitlement
- Exploration of sounds
- Learning to play musical instruments and learning to sing
- Performing, singing and listening, composing and engaging with a music
- Emphasis of live and recorded music



What is missing?

- Detailed prescription
- Preamble for KS1
- Explicit exploration of music through movement, dance and expressive language
- Given and invented signs and symbols to describe sound at KS1
- Attainment targets



What has changed?

| 1999 | 2014 |
|---|--|
| Unique form of communication | Universal language |
| Develop ability to listen and appreciate and to make judgements about quality | Develop a critical engagement with music to listen with discrimination |
| Wide variety of music from different times and cultures | Best in musical canon and understanding history of music |
| Combined elements | Inter-related dimensions |
| KS2 play tuned and untuned instruments | Playing musical instruments |
| | Use and understanding of staff and other musical notation |

Universal Language

- Fluency – speaking, hearing and writing
- Develop as musicians and singers
- Achieved over time through discipline and regular participation
- Daily and weekly timetables
- Lessons, assemblies and concerts



Musical Canon

History and Critical Engagement

- Set of established artistic works
- Works of the great composers and musicians
- High quality live and recorded music
- Include widest opportunity to explore all recognised traditions
- Who's history? Children's heritage, local heritage and that of others
- Context music was made and influences in society



Musical Canon

History and Critical Engagement

- Not passive
- Enhances the opportunity for creative learning
- Express thoughts, freedom to reflect on experience and articulate their understanding
- Movement, dance and creative play implicit



Inter-Related Dimensions

- Pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notations
- Can they be taught separately?
- Conceptual understanding seems abstract but develops through experience
- Use movement, voice, imagination, graphic notation and pictures to interpret
- Perceptual understanding can be explored
- Ensure musical context remains



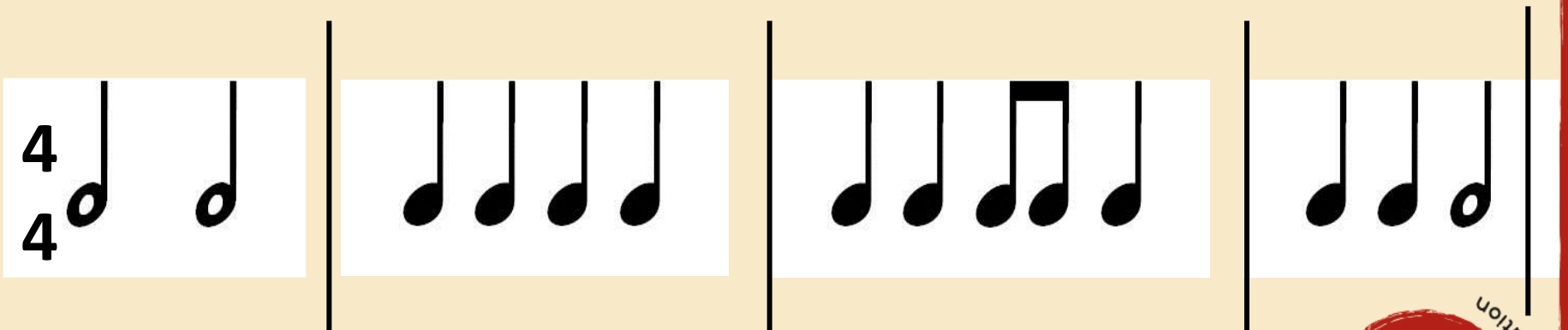
Singing and Playing Instruments

- Good range of classroom percussion instruments
- National Plan for Music Education (NPME)
- Whole Class Ensemble Tuition (WCET)
- Consider how a programme can enhance the musical learning
- Partnership with local music service, teaching alliances and school community



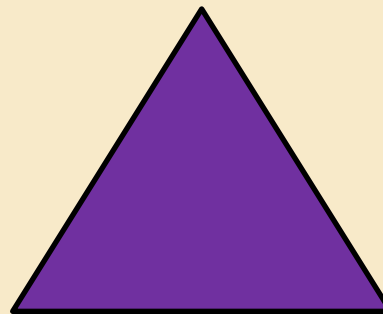
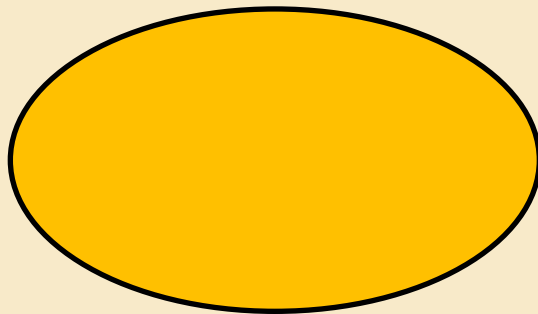
Staff and other musical notations

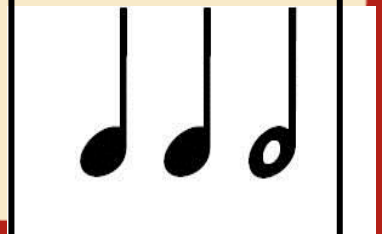
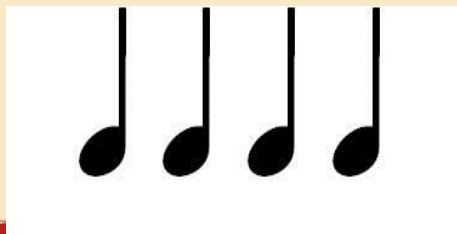
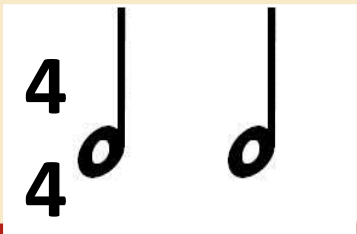
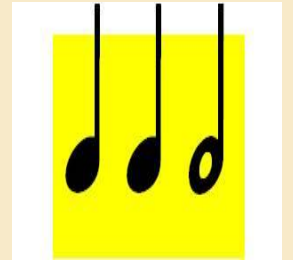
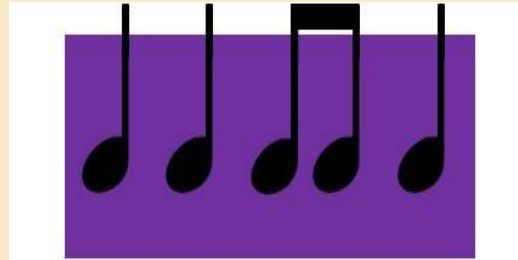
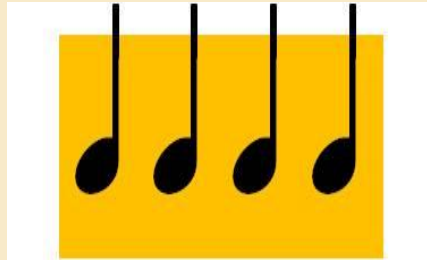
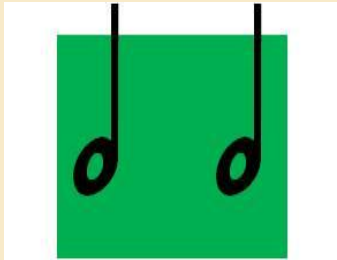
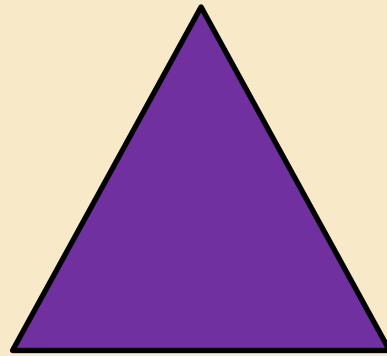
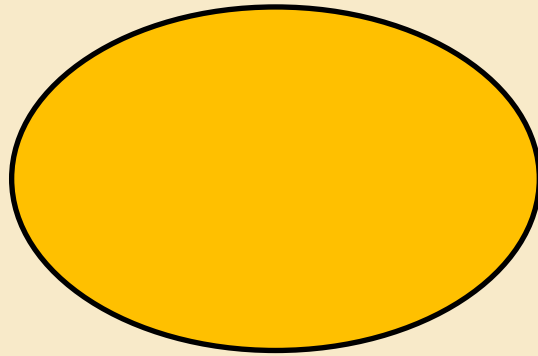
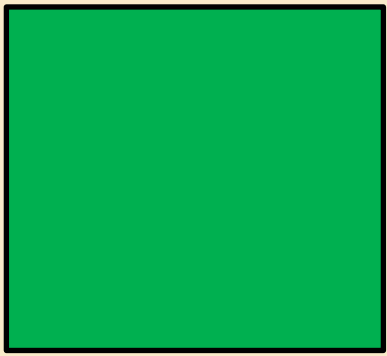
- Music as the target language
- Sound before symbol
- Taught in context to playing and composing



Staff and other musical notations

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Considerations

- What is the musical journey your children experience throughout their time at your school?
- Is Music on your School Development Plan?
- Do you have a Music coordinator?
 - Are they the best person and well equip to lead the subject across the school?
- How much time is dedicated to monitoring quality and developing music throughout the school?
- Is music learning a regular activity? Does it include Key Stage or Whole School singing?
- Is a link governor responsible for music?



Challenges

- NC is deceptively simple and without robust subject knowledge schools may not appreciate the features needed to adequately cover the subject
- Renewed emphasis on knowledge
 - Consideration needed for schools following a ‘skills based’ curriculum
- Over reliance on published schemes of work may not address fully the changes in the NC
- Assessment



Support

- www.musicmark.org.uk
- Engage with local Music Service/Hub
- Ofsted 'best practice' resources, single subject reports



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