Successfully Implementing the new Primary Music National Curriculum

James Devaney
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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?

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

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