



To Care

# MUSIC EDUCATION AT PICKERING COMMUNITY JUNIOR SCHOOL



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## INTENT:

At Pickering Community Junior School, we work together to ensure that all children are involved in a fun and engaging music curriculum that builds on prior knowledge and is focused on the inter-related dimensions of music. We aim to provide a highly enriched curriculum that provides valuable educational, social and cultural experiences which will lay the foundation for future music learning and the development of a life-long love of music. We want our pupils to develop an engagement with music, exploring and listening to a range of music from different times and places, developing their composing and improvisation skills and developing their performance skills in a range of supportive environments. All children will be provided with a broad and balanced curriculum which reflects the equality and diversity policies and practice in our school.

## IMPLEMENTATION:

### Skills

- Singing
- Listening and Appraising
- Composing and improvising
- Performing

### Knowledge and Understanding

#### Inter-related Dimensions

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

#### History of Music

- Staff and other notation
- Composers and musicians from a range of times and places
- Live and recorded music from a range of traditions

## IMPACT:

By the end of Year 6, our pupils have the skills and knowledge to be confident performers, composers and listeners. Children show an appreciation and respect for a wide range of musical styles from around the world and understand how music is influenced by the wider cultural, social and historical context in which it was created. Pupils understand the ways in which music can be written down to support performance and compositions and they demonstrate and articulate an enthusiasm for music, being able to identify their own musical preferences. Our pupils will leave Pickering Community Junior School with a range of knowledge and skills that helps to prepare them for their KS3 studies and ensures that they are able to enjoy and appreciate music throughout the rest of their lives.



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# MUSIC EDUCATION PEDAGOGY ON A PAGE



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## Music Supporting Aspects

### Cultural Capital

- Singing Squad, Instrumental Club and Glockenspiel Club
- Visiting musicians – Sing Education and North Yorkshire County Council Music
- Sing-up Day
- Key Stage 2 Carol Service and Harvest Festival
- ‘Young Voices’ concert
- Summer Serenade
- Music holiday clubs
- Whole class and individual instrumental lessons
- ‘Music of the Week’
- Live performances in music assemblies

### School/British values and SMSC

Children create music together, taking turns to share equipment. They evaluate and make changes, taking everyone’s opinion into account. Children explore the rules and laws of copyright within computing lessons, music lessons and when rehearsing for the upper school play. Children are encouraged to build on individual musical talents and interests; they are encouraged to express their musical preferences freely, as well as listen respectfully to others’ views on music and performance. Linked to the above, children are encouraged to explore and respect the social, cultural or religious ideas that have influenced the development on music.

### Learning outside the classroom

Learning outside the classroom is a central part of the music curriculum: please see the cultural capital section.

## Music lesson structure and pedagogy

### Singing First:

The human voice is considered the most accessible and universal instrument.

### Movable-Do Solfège:

A system of singing syllables (do, re, mi, etc.) where "Do" is always the tonic (home note) of the current key, allowing students to learn the relative relationships.

### Curwen Hand Signs:

Visual, kinesthetic representations of the solfège syllables to aid in pitch accuracy and aural understanding.

### Collaboration/Performance:

Children perform collaboratively every lesson; each class performs once per year in a whole-school music assembly.

### Staff/notation:

Various elements introduced to children gradually.

### Rhythm Syllables/Names:

A unique system of modified French-derived syllables (e.g. "ta" for a quarter note, "ti-ti" for two eighth notes) to represent rhythmic durations.

## Core Principles to support the Music Pedagogy

To realise our music curriculum's intent, we have partnered with Sing Education, a specialist provider of music education. Our curriculum is thoughtfully structured with half-termly units, each building upon the foundation of prior learning while introducing new concepts and challenges. This scaffolded approach ensures a logical progression of skills and knowledge, enabling students to consolidate, expand, and refine their musical abilities. The Kodaly method is integral to our music curriculum: it ensures that musical concepts are presented systematically and aligned with students' prior experiences. Specialist music teachers facilitate lessons that are child-centered, inclusive, and foster a love for singing. These lessons are enriched with high-quality resources, instruments, and dedicated spaces for music within our school. Regular performances and recordings at the end of each half term provide students with opportunities to showcase their musical growth and articulate their learning journey.