

Music

Research	Intent	Implementation
<p>Wiltshire Connect Music Hub</p> <p>Research has shown that language development and executive function are the corner stones of early educational success.</p> <p>A large number of scientific studies have found that music:</p> <ul style="list-style-type: none"> • can help to improve cognitive function; • aids memory; • supports the acquisition of language; • aids the regulation of emotions; • helps us to solve complex problems. <p>Whilst beneficial if undertaken at any time during any time of life, it is thought be most beneficial if undertaken before the age of seven.</p> <p>Music education:</p> <ul style="list-style-type: none"> • increases confidence and self-esteem; • improves health and wellbeing by reducing stress and increasing a sense of wellbeing and happiness • provides important life and social skills such as listening, concentration and working as a team • develops creativity and self-expression by helping young people to think differently and develop their power of imagination; • improves cognition, literacy and numeracy. <p>Recent neuroscientific research has shown that children who learn an instrument have higher levels of cognitive capacity, specifically, in their language acquisition and numerical problem solving skills. Music</p>	<p>To deliver a music curriculum, which provides a structured scheme of work, in line with the requirements of NC14, which supports non-specialists to deliver a focused curriculum which will lay the foundations for KS3.</p> <p>We recognise that musical teaching and learning is not neat or linear and thus children acquire musical skills more readily when learning is presented as a spiral.</p> <p>This means that, over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts in order to reinforce their musical understanding and improve the quality of their musicianship.</p> <p>This will include providing wider opportunities to explore and use music (genres/composers) across the curriculum.</p>	<p>‘Charanga’ - see curriculum overview.</p> <p>Charanga’s Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual provides each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.</p> <p>Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and revisit established musical skills and concepts. Repeating a musical skill doesn’t necessarily mean their progress is slowing down or their development is moving backwards! It’s just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p> <p>Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:</p> <ul style="list-style-type: none"> • Listening and Appraising • Musical Activities <ul style="list-style-type: none"> ○ Warm-up Games ○ Optional Flexible Games ○ Singing

can be the key to unlocking potential particularly for young people who are strongly creative, or who struggle to engage with other areas of learning.

- Playing instruments
- Improvisation
- Composition
- Performing