

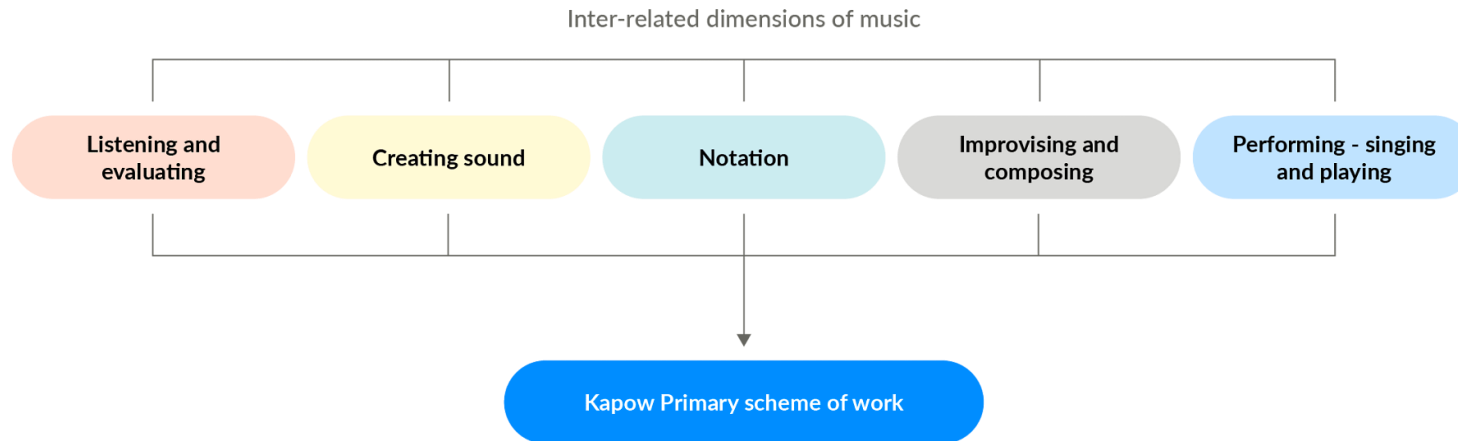
Curriculum balance

The five strands

The National curriculum organises the attainment targets for Music under:

- Listening and evaluating.
- Creating sound.
- Notation.
- Improvising and composing.
- Performing – singing and playing.

The strands ensure balanced coverage of the different areas of Music and that both substantive and disciplinary aspects are covered



<p><u>Listening and evaluating</u></p> <p>Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it impacts the listener. Listening and evaluating is therefore the precursor to Improvising and composing and Performing. By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also promotes an understanding of the history of music.</p>	<p><u>Creating sounds</u></p> <p>Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music. This proficiency requires knowledge of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness. When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.</p>	<p><u>Notation</u></p> <p>In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas. They will learn that the position of notes on the staff indicates their pitch, and that the symbols used represent the duration of each note or rest. Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces.</p>	<p><u>Improvising and composing</u></p> <p>Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves freely, and develop flexibility in their musical thinking. Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.</p>	<p><u>Performing - singing and playing</u></p> <p>Performing provides pupils with a practical reason to hone and apply their musical skills. It promotes group practice and collaboration, as pupils work together to achieve an aim. This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.</p>
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