

# Our Music Curriculum

## Creativity in music

"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." National Curriculum, 2013

The music curriculum at Burton Joyce Primary School is divided into two strands of knowledge, substantive and disciplinary. The skills learnt in each of these areas then develop and build, allowing our pupils to become well-rounded and creative musicians: as performers, composers and listeners of music.

## Substantive and disciplinary knowledge in music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated dimensions of music:

1. Pulse	2. Rhythm	3. Pitch
4. Tempo	5. Dynamics	6. Timbre
7. Texture	8. Structure	9. Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of **historical periods, genres, styles and traditions, including the works of the great composers and musicians**. Substantive knowledge is applied to all four areas of learning in music: **Performing, composing, listening and evaluating**.

Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect. **Disciplinary knowledge is applied to all four areas of learning in music: Performing, composing, listening and evaluating**.

## Areas of learning within music.

Performing	Composing	Listening
Musicians learn to combine their understanding and skills to perform on their chosen instrument, to create a specific and desired effect.	Musicians draw upon their understanding of the interrelated dimensions of music, to create compositions both independently and collaboratively and then communicate their ideas to an audience.	Musicians listen with musical ears to a range of music from different periods in genres and forms, asking questions about the interrelated dimensions of music and form opinions about what they have listened to.

Evaluation and review ( underpins all developments as a musician)

Musicians evaluate and review their work as listeners, composers and performers, asking questions based on their understanding of the dimensions of music and their developing ideas taken from substantive knowledge and disciplinary knowledge in music.