



The three types of knowledge

At Sonning CE Primary School, we focus on three different types of knowledge. Each subject will have a different ratio of distribution for these three types of knowledge, and the three types of knowledge can intersect at times.

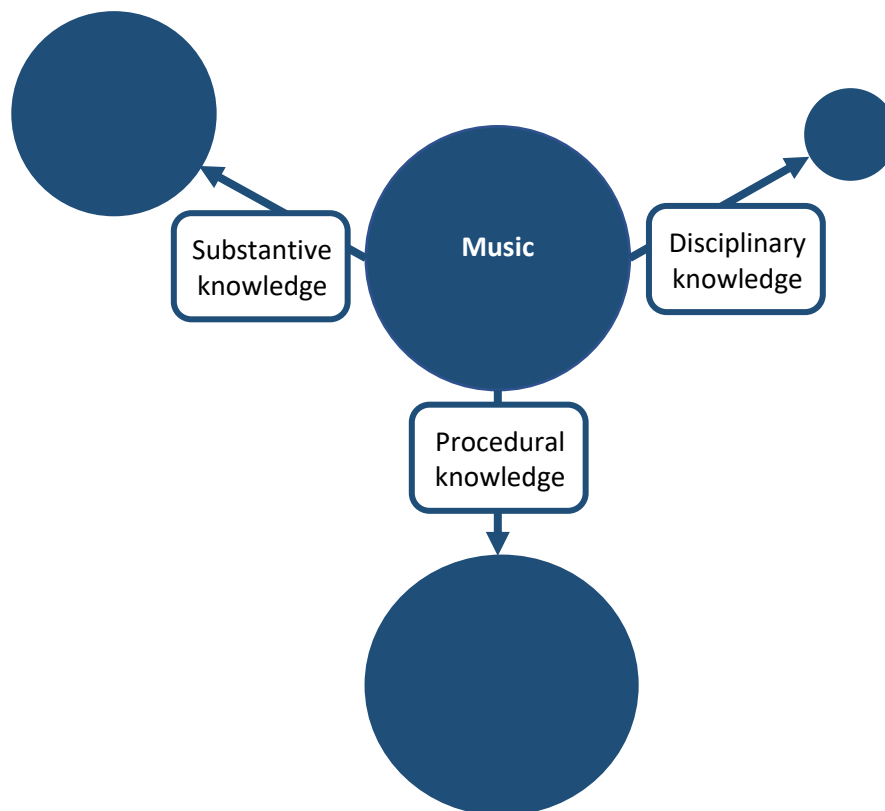
Substantive knowledge refers to the body of facts, principles, laws, descriptions, concepts etc. of a subject. In other words, this could be referred to as the facts and main knowledge that pupils might learn (e.g. knowing that different notes have different durations, and that crotchets are worth one whole beat).

Disciplinary knowledge refers to the methods that establish substantive knowledge (i.e. how a musician composes a piece of music or how someone can interpret a piece of music and critique it). An understanding of the disciplines (methods of establishing facts) that shape a subject can help provide a lens or rationale for the way the subject is delivered. A pupil's capacity to learn and use disciplinary knowledge is highly dependent on the depth and security of their substantive knowledge, so there is often a focus on substantive knowledge first. As well as considering how a fact was established, disciplinary knowledge also includes considering its degree of certainty and how it continues to be revised.

Procedural knowledge refers to the skills or techniques needed to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of being able to play notes on a piano or hold a tune). Procedural knowledge is often incremental and requires regular practice.

Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. The infographic below highlights what we consider to be the ration of each form of knowledge within this subject:



Sonning Church of England Primary School

Curriculum Vision: Music V1



Our vision

Music at Sonning Church of England Primary School provides pupils with the opportunity to be creative and expressive with music and instruments, as well as learning skills in how to play and compose. There is also a focus on core knowledge needed to understand music (e.g. terminology or how to read notes). Music also involves appreciation and evaluation of their own and others' work. Our vision is to give pupils strong foundations in music playing, enjoyment and appreciation by having a wide range of opportunities to try different instruments and develop an interest and confidence in music.

Early Years Foundation Stage (Acorn class)

In Early Years Foundation Stage (EYFS), our Reception pupils learn to sing, recite and be expressive with instruments. Pupils in EYFS will also build collaborative relationships with their peers by sharing ideas and creating music in groups. Pupils will also sing and/or perform solo, and begin to express views on their own, other pupils' and well-known musicians' work.

Key Stage 1 (Beech and Chestnut classes)

In Key Stage 1 (KS1), pupils are taught using our Kapow scheme. In KS1 the focus is on fundamental skill development such as recognising and following a rhythm and beat, and enhancing listening skills. Pupils will listen to and give opinions on music, and begin to recognise key aspects of music (e.g. tempo, pitch changes and speed). Pupils will have the opportunity to compose simple pieces of music and use their bodies (e.g. clapping or singing) to either copy or create sounds or pieces. There is an emerging development of precision in Music in KS1, with pupils beginning to play on beat and understanding rhythm, as well as begin to sing in tune. However, in the expressive elements of Music, pupils are encouraged to experiment with tuned or untuned instruments to compose. Finally, pupils will evaluate their own and others' pieces, giving feedback and considering mood or feelings from music.

Key Stage 2 (Fir, Holly, Maple and Oak classes)

In Key Stage 2 (KS2), pupils build on the skills they have developed in KS1 to enable them to be more accurate, creative and evaluative of their own and others' work. In KS2, the focus shifts to applying these skills to a range of musical styles, skills and instruments which allows for learners to showcase their clear progression and skills acquired. Pupils develop their precision in signing, composing and playing of instruments, and will perform more solo or in groups. Pupils will also learn to recognise and appreciate a wider range of music and consider its effect on the listener, as well as give their opinion on the piece and why they liked or disliked it. Finally, pupils will get to experience a wider range of instruments through focused teaching units.

Building strong foundations through experiences

To complement the curriculum, pupils have the opportunity to represent the school through groups, such as the school choir. We aim to develop the pupils' confidence and performance skills as part of this. A variety of additional music lessons are also available across KS2 where pupils can learn a chosen instrument. We also celebrate any music achievements outside of school (such as grading) in our weekly celebration assemblies. Berkshire Maestros support with this delivery.

Curriculum coverage

To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered.

Curriculum structure

Music lessons are taught in discrete weekly or fortnightly lessons (depending on the unit being covered). This ensures that there are regular opportunities to revisit prior learning and build understanding. Units involve a balance of

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

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listening and playing. This ensures that the pupils are continuously learning, acquiring and applying the relevant skills. Children complete a warm up; then, through a variety of activities, skills are modelled and significant practise and/or rehearsal takes place individually, in paired or small groups. Throughout a lesson, learning opportunities allow for pupils to apply any skills that they have been taught with regular feedback given and performance opportunities provided. Lessons are completed with a 'warm down' where they are able to consolidate the skills that they have covered and/or revise any key learning points from the session.

Our Unit Maps provide the overview for each subject's unit of lessons for a topic. This includes the following:

Knowledge taught / prior knowledge

Knowing what core substantive knowledge to teach, as well as prior learning which we can build on, is essential to ensuring clear progression and depth of understanding in a subject.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. Where possible, completed projects are shown (or photos of the finished product). The pupils will have opportunities to discuss and develop the skills being taught. Photos of work completed will be stuck in books to support the evaluation stage.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. In Music, our concepts are as follows:

Appraisal and Knowledge of Others' Work		Developing Ideas and Planning	
Making, Producing and Performing	Expressing	Evaluating	

There is also a section on substantive knowledge in Music, which outlines some of key knowledge progression in each year group.

Vocabulary

As part of our focus on oracy, we have developed a list of Tier 2 and Tier 3 vocabulary to cover within a unit. This vocabulary also links into our knowledge organisers, so that the pupils have access to this essential vocabulary.

Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny (including photographic or video evidence)
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing.



Supplementary support

We utilise the following support within our curriculum for this subject:

- Design and Technology Association subscription (<https://www.designtechnology.org.uk/>)
- TKAT subject network meetings
- Local STEM projects, such as 3M, or local school partners such as Reading Blue Coat School.

Overview of the units covered

This is covered within the Kapow long-term plan for units.