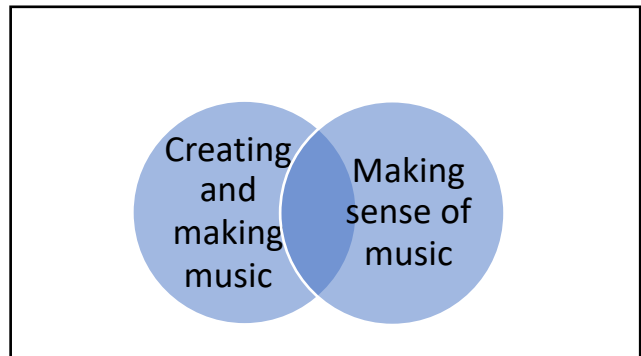


### Hounslow Primary Music Conference


Dr Ally Daubney



19<sup>th</sup> October 2022 <https://www.hounslow.gov.uk>



### What is the focus of Music in the National Curriculum?



### Common elements / dimensions of music

<b>M Melody</b>	The 'tune'	e.g. Movement, step, skip, leaps, jumps, scale, mode, interval, pitch, range, chromatic, ornamentation
<b>A Articulation</b>	How a note or music is being played	e.g. Staccato, accented, legato, plucked, bowed, strummed, picked, slurred.
<b>D Dynamics</b>	Volume <a href="#">#1.mf.mp.p.pp</a>	e.g. fortissimo (v. loud) Forte (loud), piano (quiet), pianissimo (v. quiet), Crescendo (gradually louder), Diminuendo (gradually quieter)
<b>T Texture and Timbre</b>	How layers are combined  The quality of the sound	e.g. Monophonic (one voice) Homophonic (multiple voices moving at the same time) Polyphonic (multiple interweaving layers) E.g. Rattling, tingling, bright, warm, muted
<b>S Structure and Form</b>	The ordering of sections of music	e.g. binary form, rondo, ternary form, verse and chorus, introduction,
<b>H Harmony</b>	The chordal structure of the music	e.g. triads, inversions, chords, arpeggios, cadences, primary chords,
<b>I Instrumentation</b>	Instruments used	e.g. Voices, strings, woodwind, brass, percussion, keyboard instruments, technologies and effects such as sampling/looping
<b>R Rhythm</b>	Note and rest lengths	e.g. semibreve, minim, crotchet, quaver, semiquaver, ties, triplets
<b>T Tempo /Time</b>	Speed and metre	e.g. Time signatures (how many beats in a bar) e.g. Speed (largo – slowly and broadly; presto – very fast), accelerando (gradually speeding up)

Type of musical knowledge	Knowledge Rich terminology	Definition	Examples:
Knowledge of music	Tacit knowledge / Propositional knowledge	Building understanding or a relationship through direct experience	<ul style="list-style-type: none"> <li>Some notes are longer than others</li> <li>Becoming familiar with a song learnt from repeatedly hearing it</li> <li>Music can make you smile and cry</li> </ul>
Knowledge how in music	Procedural knowledge	How to do something (know-how)	<ul style="list-style-type: none"> <li>Technical skills</li> <li>Distinguishing between sounds</li> <li>Recognising a drone</li> </ul>
Knowledge about music	Declarative knowledge	Facts about music	<ul style="list-style-type: none"> <li>Bach was born in 1685</li> <li>A violin has 4 strings</li> <li>A clarinet is a wind instrument</li> </ul>

'Sound First' is so important

*"Musical fluency takes precedence over musical literacy. It is precisely fluency, the aural ability to imagine music coupled with the skill of handling an instrument (or the voice) that characterises jazz, Indian music, rock music, music for steel pans, a great deal of computer-assisted music and folk music anywhere in the world."*

• Swanwick (1990:56)

### Creating arrangements

It's wonderful in Hounslow; the people are so great!  
There's so much to celebrate!  
We can sing and play and shine, shine, shine,  
We can sing and play and shine, shine, shine.

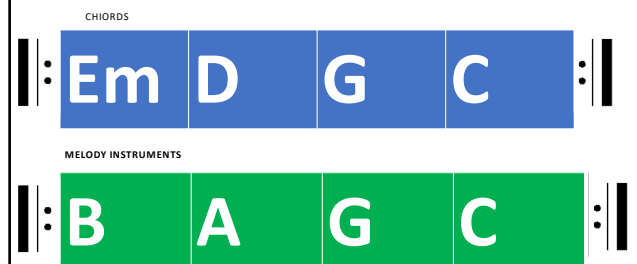
Learn song, add drone, Ostinato, Round, Improvisation, Decide on beginning and ending

## How do you bring in a pupil's whole musical life?

### Self determination (Deci and Ryan, 1985)



### Layers of sound



### Dynamite Round

I throw my hands up in the air sometimes,  
singing "Ay oh, gotta let go"  
And it goes on and on and on  
And it goes on and on and on, yeah!

*"Knowing music in  
the bones is what  
counts."*

John Finney, 2015  
<https://ifin107.wordpress.com/2015/>

### Primary music teaching books



### Other books of potential interest

