



# Music Policy

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To be reviewed: Biennially

## **STATUTORY REQUIREMENTS**

### **In the Early Years Foundation Stage**

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## **Introductory Statement of Intent**

At Southfields we strive to give children access to a widening repertoire to create, critique and compose music. We understand the importance of developing a passion for music across a variety of different cultures and artists and seek to give children an exploration of musical traditions and genres. Pupils are encouraged to perform in solo and ensemble contexts and to continually develop their skills. We encourage children not only to learn to play and perform, but also to gain an appreciation in the power music can play in our lives.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

## IMPLEMENTATION

At Southfields Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our school follows the Charanga scheme of work, which is broken down into 5 main strands of:

- listening and appraising
- singing and playing instruments
- composition
- improvisation
- performing

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

Our pupils can access a range of instruments during their school lives, ranging from simple percussion in EYFS to advanced guitar in year 6. Children develop a love of music through playing a range of instruments including glockenspiels, boomwhackers, djembe drums, ukuleles and guitars. These are taught both by teachers and a music specialist we have in school once a week. There are clubs to accommodate the further learning for ukuleles.

### **Music curriculum planning**

Our school uses the national curriculum for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the Charanga scheme of work means that the children are increasingly challenged as they move through the school.

## IMPACT

### **Assessment for learning**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress.

Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes an informal judgement about the work of each pupil in relation to the National Curriculum.

The children's work is assessed, and feedback given whilst observing and working with them during lessons by class teachers, LSAs and peers. Progression and achievement are shown in the teacher's Medium-Term Plans. At each assessment milestone, the class teacher completes class assessments which show who is working below expectations, meeting expectations and exceeding expectations.

Each year group keeps evidence of the children's work via videos and photographs in electronic folders. Evidence can also be found on the school blog through themed weeks and class assemblies. This demonstrates the expected level of achievement in music in each year of the school.

### **Resources**

At Southfields Primary School, we have a great range of percussion and tuned instruments including drums, glockenspiels, boomwhackers, ukuleles and guitars. We keep resources for music in a cupboard next to the old hall and larger instruments including ukuleles and guitars are stored in the Tiger House.

### **The school choir and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Y3-6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a few occasions throughout the year.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

### **Responsibility**

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school improvement plan linked to music.
- Monitoring the delivery of the published scheme of work and advising on action needed
- Identifying appropriate staff training

- Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.
- Maintaining a file of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.