

Music Policy



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Whale Hill Primary School Music Policy



Music Intent:

At Whale Hill Primary School, our music curriculum intends to inspire creativity, self-expression and foster a lifelong love of music. It is our intent to ensure that every child has the opportunity to develop their musical potential through listening, singing, playing, evaluating, analysing, composing and improvising across a wide variety of historical periods, styles, traditions, and musical genres. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music. Through assemblies, concerts and key stage performances children are able to express their emotions and showcase their understanding of how to perform with awareness of others. We ensure that children understand the value and importance of music not just within school but in the wider community, and that they are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of contexts.

Implementation:

Through the Musical School programme Charanga the children will develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources will be used specifically to motivate and capture each individual's personal interest.

The children will not only learn about music; but they will become musicians who are able to share and perform using their new skills.

The main units of work are the focal point for the music curriculum whilst other areas within the scheme provide a wealth of extension, enhancement and cross-curricular possibilities and experiences through themed Topic songs and units of work.

The Units of Work are divided into 6 steps, ideal to spread across a half term but can be used more flexibly to suit our school timetable. The activities and games cover the musical dimensions - pulse, rhythm, pitch, duration, dynamics, timbre, texture through singing and playing instruments, listening and creating music - all intrinsically linked through a central song or piece of music.

In Early Years and Key Stage One all children will have the opportunity to explore and play a range of percussion instruments untuned and tuned where appropriate.

All pupils in Year 3 and 4 are taught to play the recorder as part of the music curriculum. Skills learnt are then incorporated into lessons throughout the year.

All pupils in Year 5 and 6 are taught to play the guitar as part of the music curriculum. Skills learnt are then incorporated into lessons throughout the year.

Extension or extra-curricular opportunities:

Extra-curricular activities are organised so that pupils of different ages and stages of development can work together in activities which extend and challenge their skills in ways which are beyond those that are possible in class lessons. Sometimes the purpose is to challenge and extend those pupils who are musically talented. On other occasions, the purpose is to provide a musical experience to all pupils who wish to take part. These are achieved by matching the pupils' musical ability and aptitude carefully to the nature of the activities. Some activities are regular and others take place for specific purposes. Opportunities to perform are organised for each of these groups when appropriate.

Instrumental opportunities such as:

- _ Woodwind tuition
- _ Vocal opportunities.

The subject leader is responsible for monitoring these activities, and for organising appropriate performing opportunities for them.

Assessment and recording:

Music is a complex subject made up of multiple skills. It's therefore difficult to assess children's overall progress in music as a grade, level, or number. With this in mind, the Charanga scheme of work is sequenced logically for the progressive development of musical skills - skills that are revisited and mastered over time.

As students work through the scheme they will sing, play tuned and untuned instruments, listen to recorded and live music, and compose and improvise using the interrelated dimensions of music. They will learn about music history, exploring a range of musical styles and traditions, while using and understanding staff and other notations.

The knowledge and skills document should be used to support teacher assessment along with video evidence. Teachers will use video evidence of children completing musical activities at least 3 times over a six week period which will be saved in a specially set up Music seesaw account. This evidence should be varied to ensure all aspects of the curriculum have been covered throughout the six week period. There are specific folders in the Music seesaw account for teachers to demonstrate the areas covered. Teachers will write a short description of the activity taught and attach the appropriate folder or folders.

Continuity and progression:

An overview of progression from EYFS to Year 6 is set out in a separate document that shows the knowledge and skills being taught throughout the year by each year group.

The curriculum:

The Charanga Scheme of work provides teachers with a week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

How the scheme is structured.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

The structure of a 45 minute lesson:

1. Listen and Appraise - 15 mins
2. Musical Activities - 20 mins
3. Perform/Share - 10 min

In the first part of the lesson the children will have the opportunity to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will express their opinions and views about the music and listen in greater depth to the instruments, voices and interrelated dimensions of music such as pulse, rhythm, pitch, duration, dynamics, timbre and texture.

During the middle part of the lesson children will explore and take part in a variety of activities that will incorporate, singing, playing instruments and playing games that incorporate the interrelated dimensions of music such as pulse, rhythm, pitch, duration, dynamics, timbre and texture which include improvisation and composition.

In the final part of the lesson children will have the opportunity to perform the song they have been learning. This may incorporate singing, playing instruments, compositions and

improvisation. They will also be able to express their views and opinions on how good the final performance was and how they could improve it if they were to do it again.

In addition to this, opportunities to make and listen to music are planned throughout the year.

- These include a programme of themed music in collective worship with appropriate supporting notes, visits from musicians and performers, regular individual, group and whole class performing opportunities and the involvement in LEA organised and other projects.

Impact:

It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6. Impact will be assessed through a multi-faceted approach including termly performances, informal observations in lessons, opportunities through practical music making, listening to children talking and playing, and watching children respond.

Evidence is built up by means of sound and video recordings taken at the beginning and end of units, or when there is something significant to note. These should show development of musical skills, particularly singing, and improvement in social skills such as cooperation and team-work. Recordings are uploaded to the Seesaw app and help to form the basis of moderation within the year at school.

The subject leader will monitor the quality and impact of the Music Curriculum and assess the extent to which pupils sing, play, compose and recognise various composers/musicians and their music

Early Years Curriculum

Music in the Early Years is taught using the statutory framework for the Early Years Foundation Stage (Setting the Standards for Learning, Development and Care for Children from Birth to Five 2021, Development Matters Non-statutory curriculum guidance for the Early Years Foundation Stage, September 2020 and Musical Development Matters in the Early Years by Nicola Burke 2018).

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Creating with Materials' and 'Being Imaginative and Expressive'. This provides opportunities for children to develop their artistic and cultural awareness through creativity and imagination. Children are provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

The Early Learning Goals relating to music are:

- **ELG: Creating with Materials**

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

- **ELG: Being Imaginative and Expressive**

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Although this is the main area of learning that relates to music, other areas within the curriculum are incorporated to ensure all aspects of a child's development is promoted.

Activities planned for music link to termly themes through a cross curricula approach to learning. These activities are taken from a variety of resources which include Charanga, Music Express, Three Singing Pigs, Belair Early Years Music and Teaching Foundation Music. This ensures that children have access to a varied and balanced curriculum while providing a secure foundation on which to build on in Key Stage One.

EYFS Assessment

Assessment is based primarily on the practitioner's knowledge of the child - knowledge is gained predominantly from observation and interaction in a range of daily activities and events throughout Nursery and Reception. At the end of reception, practitioners review the evidence gathered in order to make a judgement for each child and for each ELG. The judgement says whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS ('expected')
- not yet at the level of development expected at the end of the EYFS ('emerging')
- beyond the level of development expected at the end of the EYFS ('exceeding')

SEN

To make music lessons inclusive to all children, teachers need to anticipate what barriers to taking part, learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. Teachers should consider ways of minimizing or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers.

In others, some modifications or adjustments will need to be made to include everyone. For some activities, this may be that the teacher provides further support or resources so that a pupil with SEN and/or a disability can work towards the same lesson objective as their peers. For example, where children are creating compositions using handwritten notation, ICT software could be used to allow a SEN Child to participate and access the lesson effectively.

To overcome potential barriers to learning in music, some pupils may need:

- help in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills
- encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all.
- access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

When assessing pupils, teachers need to plan carefully to ensure pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

In assessment:

“Pupils who are unable to use their voices to communicate may be unable to complete the requirements of the programmes of study or attainment target relating to singing. In these circumstances, teachers should provide opportunities for pupils to develop strength in depth in other aspects of the programmes of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to singing.” QCA, 2008

Learning resources:

The school has a selected range of tuned and untuned percussion instruments, a keyboard and CD player.

There is a class set of guitars, stored in the Key stage 2 area.

All children in year 3 and 4 have their own recorder which is kept in school in their classrooms.

Large tuned percussion, specialist untuned instruments, samba instruments, a piano, music stands, and instruments are kept in the music room near the hall.

The school has a specialist Music System, speakers and microphones, which are kept in the Lower School Hall in a locked cabinet. There is also a portable speaker system for use when attending events outside of school grounds. This is stored in the Music coordinators cupboard.

There are a number of books with CD's suitable for assemblies that are stored in a locked cupboard in the Lower School Hall.

The music subject leader keeps piano books, choir music and CDs in her classroom cupboard.

The learning environment:

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary.

The hall provides a larger, more resonant space. Music is a routine part of the daily life of the school and is encouraged to be played in all classes throughout the day.

Safe practice:

Whale Hill Primary school follow a Health and Safety document. This explains how risk assessment should be carried out and identifies good practice, for example in the correct lifting of instruments. Electrical equipment is checked in line with the school's procedures.

The role of parents and carers:

The subject leader, class teachers and visiting instrumental teachers provide advice to parents and carers in relation to how to support their child in developing their musical and instrumental skills.

The contribution of music to other aspects of the curriculum:

The contributions to literacy, numeracy and ICT are planned to match the levels of expectation in those subjects.

Literacy

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing.

Numeracy

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation. All teachers use music as an aid to concentration, during the early morning mental maths session.

Most teachers use rhythm and music to accompany the learning of times tables every Maths session.

Spiritual development:

In order to develop aesthetic awareness and an enjoyment of music, lessons ensure that pupils receive satisfying and exciting musical experiences - Song lyrics are discussed and moral issues explored, along with issues arising from particular music genres (e.g. reggae, national anthems), from social origins (e.g. patronage, civil rights), or from current practice (e.g. commercialism, noise pollution).

Personal and social development:

This is promoted through music activities. There is a special emphasis on sharing resources, in "taking turns" and on listening to each other's views throughout all key stages.

Children, who take part in productions throughout the year, are encouraged to work as part of a team and show dedication to the task. They are expected to practise individually and attend rehearsal sessions.

Additional Opportunities:

- Peripatetic staff from TVMS teach clarinet lessons weekly to children who show an interest and are identified as more able.
- Visiting groups are encouraged, e.g. from TVMS, live bands, workshops.
- The Music Co-ordinator runs a choir for key stage 2 throughout the year.
- The choir take part in a number of choral events throughout the year and entertain in the local community as and when requested.
- We use the whole school's skills to perform in the Christmas Productions singing and playing instruments and Year six showcase their leavers assembly.
- The children that learn an instrument in and out of school and those in the choir are encouraged to share their learning by performing in assemblies. Sometimes they have the opportunity to produce a special assembly for the rest of the school and in some cases for parents to attend for example the Year 6 leaver's assembly.
- The music played as the children enter and leave assembly is chosen by the Music Co-ordinator which is taken from the Charanga listening centre. The Listening Calendar brings together interesting facts related to the songs and the composer of each song. Each piece of music has supporting information with guided listening activities that can be used in a variety of situations.

Leadership and management:

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

_ the subject leader will attend all subject leaders' meetings, focusing on monitoring planning and work, collecting evidence and creating lists of Gifted and Talented children.

_ whole-school training needs are identified as a result of the monitoring and evaluation programme;

_ other training needs are identified through performance management;

_ the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;

_ where necessary, the subject leader leads (or arranges) school-based training:

The subject leader supports teachers in developing, practising or refining their skills in the following ways:

- _ maintaining resources for each unit of work;
- _ setting up a seesaw account which should include examples of class singing and playing of instruments, improvisation and performance aligned to the National Curriculum level descriptions;
- _ providing demonstration lessons when required
- _ implementing the points raised from self-evaluation and from the last OFSTED inspection;

Leadership and management roles:

The subject leader is responsible to the head teacher for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum. The subject leader is responsible for support staff as the need arises and liaising with peripatetic staff and other visitors.

Review:

This policy will be reviewed every two years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Compiled by Mrs L Evenden (Music coordinator)