



Music Policy

Reviewed:
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Introduction

Music is a universal language that embodies one of the highest form 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

At Ryhill Junior, Infant and Nursery School we aim to:

- perform, 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

(As outlined in the 2014 National Curriculum.)

Objectives of the Music curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.

Reception access the Charanga Scheme of work. This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs.

Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities related to the developmental events taking place in their changing lives.

Key Stage One:

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 interrelated dimensions of music.

Key Stage Two:

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 interrelated 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.

Scheme of Work

To enable our children to meet the intentions of the Music Curriculum, it is delivered through the Charanga Musical School Scheme. This scheme provides teachers with 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. Music can be incorporated within all other curriculum areas to enhance and develop skills further.

Reasonable Adjustments in Music

As a curriculum leader in Music, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Music curriculum. Within the curriculum area of Music SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

External Agencies

In years 3 and 5, a musician comes into school to work with the children on a range of different skills. This allows the children to be taught by an actual musician. Peripatetic music teachers are actively encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments.

Extra-Curricular activities

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 number of 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.

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 a summary judgement about the work of each pupil in relation to the National Curriculum, and records these grades on O-track at the end of the year.

Leadership of Music

The Music leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school
- Discussions with pupils.
- Conducting learning walks to observe the coverage of music.
- Provide guidance to colleagues.
- Assist with maintaining and replenishing resources that are required within the budget.

- Assisting staff to implement assessment throughout school.
- Ensure that the Schemes of Work allow for progression across school.
- Keep up to date with changes or new initiatives.

Spiritual, Moral, Social and Cultural Links to Music

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by
- Volunteering, cooperating well with others and being able to resolve conflicts effectively

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.