

St Anne's CE (Aided) Primary School



Music Policy

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that music makes a valuable and distinctive contribution to children's education.

Purpose of Study (National Curriculum)

Music is a universal language that embodies one of the highest forms 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

The national curriculum for music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject Content

EYFS

Children are introduced the musical interrelated dimensions through a variety of activities. Music is taught as an integral part of the topic work covered during the year. 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. Children are given early opportunities and expectations to use a range of instruments in the foundation stage, learning how to use these expressively. Familiarity and confidence can then flourish as the children progress throughout their school journey.

Key stage 1

Children will 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

Children will 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.

Children will 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.

Music Curriculum Implementation

At St Anne's, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

Teaching and Learning Strategies

We use the Charanga Schemes of Work as the basis for curriculum planning. This scheme ensures that the topics that the children study in Music build upon prior learning and meet the requirement of the National Curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school.

We recognise that in all children will have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;

- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support the work of individuals or groups of children.

Additional Music Teaching

We currently participate in the Wider Opportunities Scheme whereby all Y3 children receive class tuition on strings. This is provided by Oldham Music Service.

Resources

Charanga is an online curriculum tool we use to ensure the children receive a broad, balanced and ambitious music curriculum. This can be found here: <https://charanga.com/site/log-in/>

Our Music Curriculum and Progression document details what the children will be taught and when.

Assessment

School policies on assessment and feedback apply to Music. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of Music will be based on teachers' judgments as an integral part of teaching the lessons and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against age related Knowledge and Skills statements given on the Music Curriculum and Progression document which will allow for monitoring of progress within and across year groups.

Subject Leadership

The Music Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of Music education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan

Equality

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the language features they are studying.
- Use a wider and more demanding range of sources.

Children should be introduced to aspects of their own culture in Music. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society.

SMSC and British Values

As part of cultural development, music provides opportunities for children to develop a willingness to participate in and respond positively to musical opportunities. Creating, performing or listening to music is also a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. It is our belief that sharing music in our community enables our pupils to share experiences and to bring joy through giving. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies. We also use a variety of musical experiences to enhance our collective worship.

CPD

CPD is determined by the needs of staff and the availability and suitability of courses offered.

Cross Curricular Links

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and spoken language. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Song writing opportunities are actively encouraged with a particular focus on descriptive language e.g. Viking war songs! Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

Music contributes significantly to the teaching of personal, social and health education. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs to compose music. Children also use ICT to improve the presentation of their work.