



Redesdale Primary School

Music Policy

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INTENT

Introduction

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our pupils with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our Music Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide teachers, parents and governors with a clear summary of the role of Music within the broad and balanced curriculum offered at Redesdale Primary School.

As part of providing a broad and balanced Music curriculum, our Curriculum Drivers are strongly supported through, and embedded in, the delivery of our Music whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem, emotional intelligence and confidence.

Music is a universal language that embodies one of the highest forms of creativity. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music can 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. It contributes to improving the mental wellbeing of individuals by helping children feel part of a community, develop perseverance, self-awareness and self-motivation. We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms, allow them to compose and to listen with discrimination to the best in the musical canon.

Aims

At Redesdale Primary School we provide a balanced and broadly-based curriculum which:

- Provides children with the opportunity 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.

- Enables children to 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.
- Promotes understanding and exploration of how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

IMPLEMENTATION

Objectives of the Music Curriculum

Children will be taught a broad range of knowledge and skills across the Key Phases. 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.

The Foundation Stage will use songs from the Sing-Up Strategy which will coincide with daily routines.

Reception will 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.

Teaching and Learning Style

At Redesdale 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. 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 them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes children 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;
- devising tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Additional Music Teaching

At Redesdale Primary School we work with the North Tyneside Music Hub and as part of this we have a specialist music teacher who works alongside teachers across the school, both teaching children and providing professional development for our staff. The specialist music teacher will work alongside teachers in Year 3 to teach children to play the recorder and in Year 4 to teach children to play the ukulele.

Peripatetic music teaching is organised by the Local Authority's Music Service, and our school has chosen to participate in the programme. These lessons are normally taught to small groups of children. This is in addition to the normal music teaching of the school and takes place during normal lessons or at lunchtime.

The School Choir

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 Key Stage 2 children 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 several occasions throughout the year.

Music Curriculum Planning

Our school uses the Charanga schemes of work for music as the basis for the curriculum planning. We have adapted the scheme so that the topics that the children study in music build upon prior learning and relate to class topics where possible. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

Alongside Charanga, we follow the Singing Strategy provided by Sing Up. Each year group learn a minimum of one song per half term from the strategy. At the end of each half term, this is then celebrated with a whole school performance. This enables each class to perform their song(s) to an audience.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music coverage studied in each term during the key stage. Phase groups devise these plans in conjunction with subject leaders. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from both the Charanga and Sing-up schemes, give details of each unit of work for each term. The Subject Leader is responsible for keeping up to date with the curriculum coverage and reviewing these plans.

The Class Teacher plans the weekly lessons, which list the specific learning objectives and a brief outline of the tasks for each lesson. The Class Teacher is responsible for keeping these individual plans, and the Class Teacher and Subject Leader will discuss them to support, provide further training and ensure specific knowledge and skills are evidenced.

The Contribution of Music to Teaching in other Curriculum Areas

Within all our planning music is linked to other curricular areas where possible to enhance the experiences in music, and, through the use of skills taught through music, enhance their learning experiences in other areas.

Music contributes significantly to the teaching of Personal, Social, Health and Economic Education (PSHE). 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 has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Creating, performing or listening to music can be a moving and spiritual experience. We encourage children to actively engage in lessons which aim to promote positive mental attitudes and to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Redesdale Primary School 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.

Computing enhances the teaching of Music, where appropriate, in all key stages. Children may use computer programs and apps such as Garage Band to explore, compose and record music. They also use computing to enhance their research skills, whether through the Internet.

Equal Opportunities and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, gender identity, faith, race, culture, ability or personal circumstance. Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in Music.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEND or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Resources

All staff have access to Charanga and Sing Up online and have an individual profile to use. There are sufficient resources for all Music Teaching Units in the school. We keep resources for Music in a central store. There are three class sets of iPads which children can access for Garage Band, composing, performing and listening to a range of music genres.

IMPACT

Monitoring and Evaluation

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 and give verbal feedback to support progression through a unit of work. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work.

The Music Subject Leader monitors samples of children's work, including videos of children working; photographs and written compositions as well as those completed using computing, to demonstrate the musical experiences in our school.

All staff should store Music evidence on SeeSaw. The Music Subject Leader has responsibility for assessing this evidence and supporting staff when necessary. The evidence gathered on SeeSaw should indicate the learning objective for the lesson and have relevant notes made by the teacher with their assessed judgements or next steps to help the child(ren) make further progress.

The Music Subject Leader is responsible for the standard of children's work and for the quality of teaching in Music. The work of the Subject Leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for Music in the school. The Subject Leader is responsible for informing the Headteacher of the strengths and weaknesses in the subject and indicates areas for further improvement. The Subject Leader has allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching and to speak to children about Music lessons and their involvement in them.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.