

Music Policy



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Senacre Wood Primary School Music Policy

INTRODUCTION

The National Curriculum states that:

“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.” National Curriculum Music, 2014.

It is our aim that all children at Senacre Wood Primary School experience a high-quality, inspiring music education which instils a life-long enjoyment and appreciation for music. We hope to further the children’s creativity and explore their talents, developing our school values and attributes such as: curiosity, independence, innovation, reflection, resilience and collaboration. We are committed to providing all children with learning opportunities and enrichments in music and we deliver a broad music curriculum, underpinned by the Model Music Curriculum (DFE 2021) as the basis for content and expectation to fulfil the requirements of the National Curriculum and the National Plan for Music Education.

INTENT

At Senacre Wood Primary School, we fulfil the requirements of the National Curriculum to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres and 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.

National Curriculum 2014

At Senacre Wood Primary School, we want our pupils to receive a music education which engages and inspires them to develop a curiosity and love of music, enjoying all that music has to offer. Through weekly specialist teaching, the children will experience full coverage of the National Music Curriculum and Foundation Stage Framework, learning key aspects of music in both discrete learning and cross-curricular links. We aim to ensure that all pupils in EYFS, KS1 and KS2 are given great opportunities to listen, sing, play, perform, compose and evaluate in their music lessons as well as developing a widening repertoire of music. We are committed to

ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.

IMPLEMENTATION

PLANNING

Our music lessons are planned and delivered weekly to all year groups by a music specialist to promote an environment that allows children to be subjective, take risks and explore their own creative thoughts and ideas. The music specialist uses a range of resources and ideas to inform planning, following key skills and progression outlined in the Model Music Curriculum and Early Years Development Matters. Our music curriculum can be divided into two strands of knowledge; substantive and disciplinary. The skills learnt in each of these areas then develop and build at each stage, allowing our pupils to become well-rounded and creative musicians: as performers, composers and listeners of music. The strands are embedded in the music curriculum through weekly music lessons and activities as well as weekly singing assemblies, various performances, extracurricular activities, enrichment opportunities and the learning of instruments.

We teach the substantive knowledge of music based on the nine interrelated dimensions of music: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Notation. Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. It is achieved through deliberate planning and practice, allowing the children to develop and demonstrate fluency of knowledge. It also involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effects. Disciplinary knowledge is applied to all four areas of learning in music: performing, composing, listening and evaluating.

LESSONS AND ENVIRONMENT

In our weekly music lessons at Senacre Wood Primary School, the children experience full coverage of the National Music Curriculum and Foundation Stage Framework through specialist teaching in their music lessons. All year groups are given great opportunities to sing, listen, play, perform and evaluate in their music lessons as well as develop a widening repertoire of music. Music theory plays an important part in every music lesson at Senacre Wood Primary School and children are encouraged to use the language of music to discuss, appreciate and analyse music within discussion and written form.

Children are taught and given time to compose, focusing on different dimensions of music and notation which in turn feeds their understanding when listening, playing, or analysing music. The children benefit from lots of practical engagement and to be given chances to be as creative as possible when composing and performing, learning the importance of musical elements through active games, compositions and successful performances. Singing and playing of instruments is a key focus for each year group to help develop musicianship skills, experiment with producing different sounds and build their confidence when composing and performing in a supportive environment. We endeavour to ensure that children have the opportunity to learn a range of musical instruments with a focus in KS2 on learning to play the ocarina, recorder and

keyboard. Year 6 children are also taught music technology ready for their transition to secondary school and the KS3 curriculum.

The music leader delivers weekly singing assemblies to both KS1 and KS2 to promote the profile of and love for music. This allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. As well as a diverse music curriculum that develops the children's understanding and knowledge of music throughout history and across cultures, we celebrate different musical cultures and composers/musicians in assemblies and on World Music Day, listening to and evaluating their music. Performances, such as Christmas plays, nativities and special celebrations in our local church, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir, music club, Rocksteady music instrumental lessons and a variety of musical enrichments and visits, also provide children with experiences of making music.

We provide a rich musical environment in which we encourage and value creativity. The atmosphere is purposeful, and children feel safe to express their creative ideas and thoughts. Children have access to various resources and instruments to support their understanding of new concepts along with tangible resources that act as inspiration to initiate discussion and compositions. Relevant music theory is displayed on music displays and in classrooms. The specialist teacher manages displays in the music area and around the school that celebrates musical learning across the school.

ASSESSMENT

We assess children's knowledge and understanding by questioning, listening, and observing performances in class as an on-going process. Evidence may be displayed, and recorded performances (audio or video) are an excellent means of keeping evidence within this subject. We also encourage the children to self and peer reflect by giving constructive criticism within the lessons. At the end of the term, the teacher uses music ladders to help assess the key skills and knowledge of each pupil in relation to the National Curriculum level of attainment or Foundation Stage Framework. This assessment helps inform progress and future planning and the development of the music curriculum. Information on a child's progress in music will be communicated to parents in the yearly written report.

MUSIC IN EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage curriculum is based on the six areas of learning from the Foundation Stage Framework, aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. 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. EYFS lessons are taught using the *Early Development Matters* and *Music Development Matters in EYFS* guidance.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

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 design and technology, art, music, dance, role play and stories.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

Successful inclusive provision at Senacre Wood Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Each lesson is scaffolded to support all levels of learners and pitched to a standard that ensures it is accessible to all learners. Inclusive practice in music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, faith, disability or any other aspect that could affect their participation in, or progress in their learning. A mutual respect and tolerance for all cultures will be promoted through the study of music. High achievers in music will be given the opportunity to work with the Music Subject Leader to prepare pieces of music to be performed in assemblies. There is also the opportunity for pupils to participate in extracurricular activities such as music club, choir and Rocksteady instrumental lessons.

IMPACT

The impact of teaching music will be seen across the school with an increase in the profile of music. Music is a key tool in which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Participation in music develops wellbeing, promotes listening and develops concentration. Music also develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world and throughout time. Whole-school engagement through performances, instrumental teaching, extracurricular activities and enrichments contribute to our school's wider learning of music. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

ROLE OF THE MUSIC SUBJECT LEADER

- Promote a dynamic approach to the development of music ensuring that music has a high profile and importance at the school amongst staff and pupils
- Update and administer the music curriculum, underpinned by the Model Music Curriculum (DFE 2021) and Development Matters for EYFS as the basis for content and expectation to fulfil the requirements of the National Curriculum and the National Plan for Music Education to ensure progression of key skills and a variety of musical experiences.
- Provide leadership and management of the subject to secure high-quality teaching and learning and a clear direction for the subject in school.

- Keep up to date with developments in music through reading, network meetings and course attendance and report back on courses attended.
- Advise and support staff with musical activities and concerts/performances throughout the year.
- Take a lead in policy development and review and implement the policy across the school.
- Evaluate and analyse progress and the impact of the teaching and learning of music through regular monitoring, assessment and pupil voice.
- Plan and organise the allocation and purchase of resources in accordance with available budget
- Maintain the music area with well-resourced instruments and manage displays to celebrate learning and show progression.
- Run and oversee the running of music clubs to promote a positive attitude towards music and to develop/extend skills.
- Organise and oversee additional musical activities, workshops and instrumental lessons in school and liaise with appropriate staff and outside companies.

Visits and Enrichments

Participation in the Young Voices Concert at the O2

Participation in local seasonal concerts including church services

Participation in choir and music club

Live music assemblies and workshops

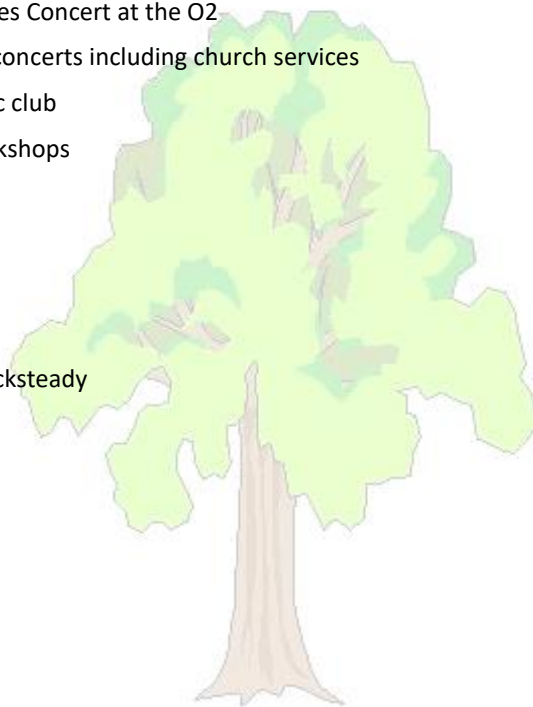
Music@Malling Workshops

World Music Day Celebration

EYFS/KS1 nativities

Year 6 end of year production

Peripatetic music teachers- Rocksteady



Primary School