

Music Policy



MUSIC POLICY

The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Model Music Curriculum 2021

1. Strategy

- 1.1 At Blakedown music lessons and musical opportunities will inspire and nurture musicians of the future. Every music lesson is an inclusive experience which supports the development of the musical potential for all. To provide musical opportunities to encourage a passion, curiosity and appreciation of the value of music by experiencing the joy of making music together and the awe of listening to a broad repertoire of music which reflects the world in all its diversity.

Blakedown is a Music Mark school.

2. Policy

- 2.1 At Blakedown C of E Primary School, we follow 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

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- 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.

3. Procedure

3.1 An engaging music curriculum is taught weekly to every class by a music specialist teacher. A clear progression of knowledge, skills and understanding is mapped out from Reception to Year 6. The interrelated dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations underpin the ambitious music curriculum which is assisted by the Model Music Curriculum 2021 and enhanced with resources from Charanga and SingUp.

Every child has access to a variety of both tuned and untuned musical instruments and all are taught how to play descant recorder and ukulele whilst also learning staff and ukulele chord notation.

3.2 EYFS

Music is part of the continual provision in the EYFS classroom, through singing and listening to music and having access to a 'music station' where children can explore musical instruments creatively.

Children also have an opportunity to take part in weekly music lessons in the music room with our music specialist teacher where ELG's from the revised EYFS Framework 2021 can be met. For example:

ELG Being imaginative and expressive

- 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

ELG Fine motor skills and Gross motor skills

Children will be able to manipulate small percussion instruments to be able to play to the beat. They will be able to move to the beat in different ways, such as, Marching, Stomping, Jumping etc

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ELG Building relationships

Work and play cooperatively and take turns with others by following musical instructions in a song such as playing instruments quietly, quickly, only in the repeated section etc

ELG Self-regulation

- Being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

3.3 KS1 and KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant National Curriculum programme of study.

Subject content

3.3.1 Key stage 1 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

3.3.2 Key stage 2 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.
- 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

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- 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

3.4 Planning

Although taught by one music specialist teacher, the Music Long term plans from EYFS to Year 6 are accessible to all staff and are displayed in the music room. To ensure National Curriculum coverage and effective skills progression, each year group is separated into half termly units of work which have been inspired by The Model Music Curriculum 2021 and resources from SingUp and Charanga

Medium term planning is also accessible to all staff on our server. Short term planning and assessment for each cohort is easily found in the music room.

3.5 At Blakedown, we have a small music room where all music resources are kept, peripatetic instrumental lessons taught and class music lessons delivered for EYFS and KS1.

We have a variety of tuned and untuned percussion instruments, including xylophones, glockenspiels and chime bars. We have four electronic keyboards, a whole class sets of descant recorders, boomwhackers and ukuleles.

The music room houses a good assortment of music books for choir and classroom singing and a clavino piano used regularly to accompany singing within lessons. A portable stage piano is used to accompany singing in the classrooms and school hall. As part of the Severn Arts Music hub offer to Worcestershire schools, we have a free subscription to Charanga which is used to support whole class ukulele and recorder lessons.

We have a whole school subscription to SingUp which is used for music lessons, choirs and assemblies.

3.6 Assessment, Recording & Reporting

- Formative musical assessments are carried out during individual or group compositions or performances. Continual musical questioning alongside the skill of a music specialist teacher ensures an individual child's musical progress can be witnessed even when performing in a group. This then informs short term musical next steps.
- At the end of each half term unit of work summative assessment takes place based on the unit's musical objectives. Video recordings are made to help track progress and to allow students to watch, listen and evaluate their own work.

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- Examples of recorded musical evidence can be found on the server.

4. Monitoring

- 4.1 The subject leader is responsible for monitoring the standard of the children's work in line with the school's monitoring cycle through looking at recorded evidence of music making and teacher assessment for the subject. The subject leader is also responsible for supporting colleagues in the use vocal development appropriate singing and for providing continual musical provision in EYFS. The subject leader is also responsible for ensuring each member of staff is confident in using SingUp as a resource for assemblies and worship and for providing a strategic lead and direction for the subject in the school.
- 4.2 The Governing Body and Headteacher and will monitor and review the effectiveness of this policy on a regular basis, but no less frequently than every three years.
- 4.3 The Headteacher will report to the governing body on the effectiveness of the policy at least annually and if necessary make recommendations for further improvements. Governors will also monitor the effectiveness of this policy through school visits.

5. Linked Policies: Equality; EYFS.