



Music Policy

Policy date: Sept 26

Intent

This policy reflects the values and philosophy in relation to the teaching and learning of music. It gives a framework within which all staff work and give guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with the Scheme of Work which gives details of what pupils in different year groups will be taught.

Audience

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is distributed to all individual members of the teaching and non-teaching staff and school governors.

Intent for Music

Music is a foundation subject within the National Curriculum. The curriculum extends beyond academia and provides a wide range of opportunities to nurture and develop and stretch pupils' talents and interests. The intent of the subject are:

- To provide a music curriculum which is broad and balanced
 - To encourage children to enjoy musical activities and to provide them with the skills and confidence to participate in musical activities with personal satisfaction
 - To provide children with a means to express ideas and feelings through sound
 - To assist each child to develop a positive self-image and self-confidence
 - To develop a sensitive response to sound and music
 - To provide a curriculum which progressively develops musical skills, concepts and knowledge
 - To promote positive attitudes towards, and enthusiasm for, music work in school
 - To develop social skills and awareness whilst making music together
- Children at Ingol Community School follow the National Curriculum for Music through a variety of different methods. The staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

In the teaching and learning of Music we can identify a number of objectives.

The children will have the opportunity 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.
- 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.
- Discuss and appraise musical activities through an experience of both the performance of live and recorded music by peers and professional musicians
- Explore the main elements of music, for example high/low, loud/quiet, long/short, fast/slow, texture, structure quality of sound, rhythm and beat
- Explore rhythmic and melodic ideas
- Compose music for a variety of purposes and audiences
- Perform music to a variety of audiences
- Move or dance in response to a wide range of music
- Write their own musical compositions using symbols to record these
- Explore and experiment with a variety of sounds and silence
- Learn and join in with a wide variety of songs and rhymes
- Discover and explore links between music and other subjects
- Listen to and appraise a wide range of music in different styles and from different periods in history
- Extra-curricular clubs may be offered to enhance the Music Curriculum including recorder clubs for both key stages and offering the opportunity to sing in the school choir.

Curriculum and School Organisation

In order to achieve our intent, the teaching of music at Ingol Community Primary School is approached in a flexible way throughout the school, within each Key Stage and Year Group. Some music teaching will be of a cross-curricular nature, while some will be specifically planned to develop certain musical skills, concepts, knowledge or attitudes. The Scheme of Work for Music (Charanga) outlines in more detail how music is planned.

Subject planning and evaluation for music work is usually incorporated into year group planning and evaluation each term or half-term. Teachers are being encouraged to be as creative as possible, making cross curricular links, where appropriate.

Learning in music will be essentially mostly practical hands-on activities using the music resources available for teachers and children, as outlined in the scheme of work.

We have used the original scheme and Model Music Scheme in order to create our own scheme within charanga.

Planning

Short and medium planning is available using the Scheme of Work for Music (Charanga) in school.

EYFS

Children participate in daily singing of nursery rhymes and simple songs. They have access to a range of tuned and untuned instruments whilst in the Continuous Provision for them to play and explore sounds. They listen and move to music from a range of cultures and periods in History and make simple comments about what they can hear. Children are taught musical skills through adult focused teaching times.

Children working at the expected standard at the end of EYFS will:

- 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.
- Recount narratives and stories

Class Organisation and Teaching Style

Class teachers are responsible for their own class organisation in relation to music whilst at the same time ensuring the organisation complements and reflects the overall intent and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used.

Music is seen as having particular links to work in most curriculum areas especially Computing, Art and Dance.

Assessment for Learning

Children demonstrate their ability in music in a variety of ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. Teachers should also take pictures and videos (where possible) to provide as evidence. This is then monitored by the subject leader.

Music provides opportunities for teaching the following cross-curricular themes:

- Citizenship
- European Awareness
- Careers Education

and for teaching the following cross curricular dimensions:

- Ethnic Diversity
- Equal Opportunities
- Personal and Social Education

Music and the age and ability of our pupils require the use of the following types of resources:

- Musical instruments
- Computer-based material
- Musical recordings and playing equipment

Whole Class Instrument Tuition

In Year 6 children are given the opportunity to learn the guitar as part of their curriculum teaching. A specialist teacher from the Lancashire Music Service comes in weekly throughout the summer to term to teach the children.

Resources and Accommodation

A variety of music resources are kept in school and used within Music lessons. The Staff have iPads in class which can be used to record children's progress.

The Music Subject Leader will review the use of resources and their storage regularly in consultation with the staff. The purchase of resources is planned each year by the Music Subject Leader based on the music budget which the team bid for from the main school budget.