



Reach for the Stars

Cheswardine Primary and Nursery School

Policy Document: Music Policy

January 2022

Subject Leader: D. France

Governor Link: Staffing, Curriculum and Standards Committee

Introduction

Music plays an important part in the life of our school and it has contributed towards our Artsmark Award in the past. We try to plan visits and workshops from a variety of artists and have visiting instrumental teachers; we also take part in music festivals, when we are available, with other schools. Music plays a big part in the concerts, plays, special celebrations and projects that occur through the year where children are encouraged to share their musical talents and to take pride in their achievements.

Why is music important?

At all levels of ability music develops specific skills ranging from turn taking, developing a greater awareness of sounds, improving co-ordination and extending concentration. It can support and enhance other curriculum areas and can contribute to social, intellectual and emotional development. It also provides a natural format for exploring a rich diversity of places, times and cultures and creates opportunities for links with the wider community.

Music is a very inclusive subject. The elements that make up music: pitch, duration, dynamics, tempo, timbre and texture are present at every level of engagement. Humans are influenced by these musical elements in a broader context from birth and even before. Music can elicit powerful emotions and memories; we can remember things through songs or use music to alter or enhance our moods. Music can also have a direct effect on us both emotionally and physically enabling us to communicate and share.

What will children achieve through music?

The National Curriculum states that the most important outcome is that children are motivated to enjoy and succeed in music. In learning about music it is hoped that all children will achieve the following aims whatever their level of ability:

- To develop confidence and self-esteem through making music together, both formally and informally.
- To develop their communication and listening skills.
- To develop self-discipline, the ability to co-operate with others and to overcome problems.
- To develop a greater awareness and appreciation of a rich diversity of cultures, of different places and of different periods of history.
- To develop the skills needed to play, sing and compose with confidence.
- To become more aware of elements that make up music and to understand and discuss how

these are used to create specific effects and moods.

- To develop the skills needed to evaluate what they have heard, share ideas and experiences, and make improvements to their work.
- To communicate their ideas verbally, physically and using notation.
- To experience music as means of expression and communication.
- To become more informed consumers of music and to be able appreciate music in a wide variety of formats in later life.

Planning

Overall responsibility for planning and monitoring music throughout the school lies with the Music Subject Leader. Music is taught in mixed-age classes and we use the objectives and activities in the National Curriculum. We also use the statements from the EYFS mainly focusing on the area of Expressive arts and design.

We use the Charanga online curriculum (recommended by Shropshire Music Service) to ensure a variety of different genres and instruments are covered.

Further flexibility and the ability to relate objectives to the particular needs in our school are provided through termly consultation with class teachers. In this way we are able to incorporate one-off whole school events, or individual class projects into an overall structure.

What is good music teaching?

Music is taught in discrete lessons linked to the topic being covered in class. However, music also takes place in many other areas of school life. We use advice from OFSTED and Shropshire Music Service and try to include the following in our range of music lessons:

- Reference to prior learning and a clear explanation of the teaching focus
- Plenty of musical activity
- Opportunities to work with others in a variety of groupings.
- Opportunities to think about and analyse what they have heard.
- Activities that cater for the wide spectrum of individual needs
- The teaching of technical skills needed to improve their knowledge and understanding of music

Progression and Differentiation,

Overall progression is achieved by the use of the National Curriculum document in conjunction with the planner from Charanga. This outlines objectives and activities for year one and two, three and four and five and six carried out in two yearly cycles. The year one and two objectives follow a two yearly cycle with the foundation objective fitted in as appropriate to the class being taught. Differentiation in music is often by outcome and can be subjective at times. Assessment and review is built into the lessons and the unit of work being covered. The units of work are provided through the scheme set by the Charanga programme.

Opportunities for Professional Development

The Music Subject Leader takes responsibility for keeping up to date with current developments and for disseminating appropriate information to staff. They are encouraged to attend network meetings where appropriate.

Equality of Opportunities

Music is very inclusive and everyone can access the different elements of music at any level of ability. All pupils have access to music education. We consider that every pupil has a right to participate as fully as they are able and to reach their full potential. In order to achieve this, differentiation of tasks is important. Consideration of sensitivity to sound and the need for physical adaptations of instruments may need to be taken into account.

Resources:

We have a variety of resources available and regular review is made of these. Classroom music lessons are based on the Charanga online curriculum which offers a wide range of different genres and activities. A selection of songbooks such as Appuskidu, contain songs, CD accompaniments and ideas for actions and accompaniments. We also have access to a downloadable resource of songs with teaching tips and activities from Out of the Ark. A resource of songs linked to PSHE and Assembly themes are available with CD accompaniments. Instruments include tuned and untuned percussion, recorders and ukuleles. Computer programmes extend the range of sounds available for composition.

Other activities

Instrumental tuition is offered to children in line with pupil demand using peripatetic instrumental teachers. The children are encouraged to share their talents and we give opportunities for instrumental players, dancers, solo and group singers to perform to their class, in concerts and assemblies.

We try to provide opportunities for children to experience live music through visits from various dancers and musicians.

During Collective Worship time, music is played as the children enter and exit.

Reviewed: January 2022

To be reviewed: January 2024

