

Music Curriculum Policy June 2020

Vision

At Tickhill Estfeld we have the following vision for music:

Everyone can be a musician! We want our children to love music.

Our music curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love of music from different era's and cultures. We see a music curriculum that increases self-confidence, curiosity, creativity and imagination and provides opportunities for self-expression and a sense of personal achievement. We want children to participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. We want music to be embedded into school life and for it to be active and influential. We aim for music at Estfeld to give opportunity for children to become real musicians and given opportunity to perform and share their musical skills. We want to inspire the minds of tomorrow to be creative and proactive musicians and to make musical choices based upon their feelings, understanding and experiences of this subject.

Purpose of study

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 talents as musicians, and so increase their self-confidence, creativity and sense of achievement.

Aims

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated

Intention

At Estfeld, we want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. We intend for children 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
- learn to sing and use their voices
- have the opportunity to learn to play a musical instrument
- to create and compose music on their own and with others
- understand and explore how music is created

All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff. Musical opportunities in school include weekly class music lessons, whole class recorder lessons, Keys stage singing practice, visiting musicians, Secondary school links, church and community celebrations, and other opportunities when they present themselves. The school also has a popular recorder club and singing group.

We intend to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types 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

At Estfeld Primary School, we use the 'Charanga Music School' scheme of work. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Curriculum

Our main priority at is to teach and perfect the skills implemented by the National Curriculum for Music. Through our curriculum we aim for children to;

- Develop a love of music and their talent as musicians.
- Increase their self-confidence, creativity and sense of achievement.
 - Develop a critical engagement with music, allowing them to compose.
 - Listen with discrimination.

The 'Charanga Musical School' scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

EYFS

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

In EYFS the pupils' early learning goal is:

- **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.

KS1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned 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.

KS2

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 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.

National Curriculum 2014

Cross Curricular Links

The teaching of Music enhances other curriculum areas and teachers' look for opportunity to bridge the curriculum to Music, broadening the pupil's experiences.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities.

We achieve this by:

- Setting tasks of varied/ increasing difficulty.
- Opportunities to extend the learning of pupils where appropriate will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. giving pupils a chance to showcase their work and perform during assemblies and in school concerts; opportunity to take part in extra-curricular clubs; making links with local high schools.
- Using classroom assistants to support the work of individual children or groups of children.
- Opportunities will be provided for pupils with Special Educational Needs through differentiation in planning and ensure that learning activities are accessible.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.
- Pupils will be supported where necessary by the class teacher or classroom assistant.

Assessment and recording

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-assessment.

Records of progress in music are recorded through video and photographs (parental consent for photographs is given) these are stored on the school server, showing evidence and progress of the children's learning.

Reporting to Parents

Attainment in music forms part of written reports completed by the teacher during the summer term and are based on information gained through assessments carried out throughout the year. Parents are given opportunities to discuss their child's progress at parents' evenings held at intervals throughout the school year.

Equal Opportunities.

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to

value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

Resources

The school has a number of tuned and un-tuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano/ keyboard, recorders as well as computers/tablets. Teachers use range of sources to broaden the children's experiences.

Responsibility

The subject leader for Music is responsible for:

- Providing strategic leadership and vision
- Carrying out the requirements of the school improvement plan linked to music.
 - Monitoring the delivery of Music and advising on action needed and identifying appropriate staff training
- Supporting colleagues in their planning, implementation and assessment of Music and the progress of children against the age related expectations.
- Being informed about current developments in the subject.
- Maintaining a file/book of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.