

Music Policy

Intent

The manner in which our curriculum is organised enables all children, including those with individual needs and EHCs, to fully participate in learning activities. Our **ACHIEVE** curriculum ensures:

All children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

Children develop their love for learning in stimulating and safe environments throughout the school.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have developed an active approach to learning and teaching which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Year 1 and 2.

Through music we help pupils to listen, appreciate and differentiate between different sounds and to work together and express themselves through the seven elements of music. This involves a range of opportunities for instrument playing which encourages children's interest in, and knowledge of, different sounds. In our singing practices we perform a range of songs which fosters community, creates a group identity and develops skills and techniques. It also gives the children a bank of songs that they will remember in years to come and develops their subject knowledge through curriculum-linked songs. Cross-curricular learning is very important to us and so, where possible, music lessons are integrated into the current theme and what the children are learning at the time. Music is also used as part of the normal school day as a teaching aid to assist in the learning of subject knowledge.

As we are Trauma-Informed and compassion infused School music is also used as a tool for self-regulation for children who need additional help to control and manage their emotions and feelings.

Scientific research has proven that taking part in musical activities, including singing, is beneficial to everyone. It has a positive impact upon our emotional wellbeing and the rhythmical nature of these activities helps all participants to achieve or remain calm. It brings children together to achieve a common goal and work as a team. Music is an essential part of our school and an excellent teaching and learning tool.

This is carried out through high quality teaching across the four musical areas of listening, playing, composing and evaluating and encompassing all of the seven elements of timbre, pitch, tempo, dynamics, rhythm, melody and texture. Teachers use the correct vocabulary and give children the chance to listen and describe what they hear and how it makes them feel before asking them to compose and perform then evaluate.

Through music children develop their speaking and listening skills by working in pairs and groups to complete a task or challenge using discussion and negotiation. They refine and improve their listening skills through their encounters with recorded and live music and develop their confidence and resilience through talking and performing in front of others. Their social and teamwork skills are cultivated as they complete a range of challenges which will require them to discuss, listen and share.

Children are given the opportunity to work individually and in groups to explore and develop their musical knowledge and skills. They also listen to a range of music that reflects different moods and are given a chance to talk about what they have heard and how this made them feel before creating their own pieces, often influenced by what they have listened to.

The school encourages children to take part in a wide range of performances from playing and singing with others to performing in their classroom, class assemblies and the Christmas show. This performance is in front of their peers, their parents and the wider community that not only develop their confidence and resilience but furthers the school's reputation as a centre of musical excellence.

Implementation

Our approach to all children as individuals, including those with SEN, alongside our accurate and on-going assessment, together with our curriculum organisation (see Curriculum Teaching and Learning and Assessment document) mean that all children, including those with additional needs, can access the curriculum on offer.

Music is a foundation subject in the National Curriculum. Our school uses individual teaching plans created by the teachers in each year group as the basis for its curriculum planning and following the school's Programme of Study Document. This is enhanced by the use of process

summaries from the previous year group's teaching to ensure that the teaching builds on what has previously been taught. This ensures continuity and progression are at the centre of both long and short term planning across the school curriculum.

Foundation Stage

In the Foundation Stage, many areas of skill and development are identified, including Creative Development. This provides opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of lessons, activities and also exploration.

Key Stage 1

In Key Stage 1 pupils will learn to listen carefully and respond physically and emotionally to a wide range of music. They will play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They will explore and enjoy how sounds and silence can create different moods and effects. They learn about famous and local composers from a range of times that exemplify a range of musical styles and techniques. They listen to and analyse their work, discussing what they can hear and what they think about it.

All children will be given at least one 30 minute music lesson per week, usually taught by the class teacher. Every third or fourth week this will be taught by the music Subject Leader or peripatetic music teacher who will support class teachers with further music lessons linked to this session.

In addition to this pupils will receive one 30 minute singing session per week led by the teachers of that year group and music Subject Leader. This will develop children's knowledge of modern and traditional songs, singing techniques and working as a team to create the best sound together.

Children in Year Two also have Djembe drumming lessons weekly. These sessions particularly enhance our work to support children through rhythmical activities. They learn to play a range of instruments, both tuned and untuned.

Assessment

Progress in music is tracked through the school's comprehensive assessment documents which have specific end points that the children are assessed against, in the form of 'I can' statements.

These 'I can' statements link directly to what has been taught in the Programme of Study.

The Subject Leader has performed scrutiny of work, lesson observations and pupil conferencing to aid assessment of the subject.

Impact

Children, including those with additional needs and EHCPs are well prepared for the next phase of their education and leave us as independent learners. Our knowledge of research relating to one to one support ensures that children do not become reliant upon adult support to complete their learning activities.

The music curriculum improves the competencies and wellbeing of all children not only through the musical skills taught but through the underpinning values and disciplines that music promotes such as listening, teamwork, performance and evaluation.

Its inclusivity for children of all academic backgrounds ensures that all pupils can succeed and develop new skills regardless of their ability in the core subjects, their special educational needs and any vulnerable groups into which they fall.

Whilst enthusing the children to enjoy music in its own right we also endeavour to create aspirations within our children so that they may pursue musical enjoyment and participation throughout their lives. Children might also participate in further tuition in a particular instrument or singing.

Our music teaching and progression of skills also enables children to develop their social skills and confidence to perform, discuss, and share their opinions and experiences.

The positive impact which music has upon the health and wellbeing of the whole school community is fully acknowledged.

Music is therefore seen as an integral aspect of our compassion infused work.

By the end of Year 2 children in our school will be able to:

- name and discuss a range of instruments, their texture and how they are used and then compose pieces individually or within a group, performing it to others after rehearsing and then evaluate it.
- Play a range of tuned and untuned instruments using the correct techniques.
- listen to, and appraise, pieces of music in a range of styles, discussing the musical elements that they can hear, identify how a piece of music makes them feel and respond to it in words or pictures, or creating their own musical response. As a result of the teaching in our school children will develop their knowledge of a range of music, both current, historical and from around the world allowing for a deeper understanding of different times and world cultures.
- Understand the lives and techniques of a range of composers from different times and analyse their work, emulating it and using it as a starting point for their own compositions.
- help children to develop a lifelong love of music to help them regulate their emotions, identify their feelings, develop their cognitive ability and transfer their musical skills to a range of disciplines, with many being inspired to go on to play an instrument in later life. This will improve their mental wellbeing, social skills and open up a number of jobs to them in the future.

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed June 2021

Next date to be reviewed September 2022