

# CHOWBENT PRIMARY SCHOOL

## Music Policy



Date policy agreed by Governing body:

7<sup>th</sup> November 2023

Signed Mrs S Heapy Chair

*S. Heapy*

## **Purpose**

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

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

## **Aims**

Music at Chowbent Primary School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music

- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- We aim to ensure that all children leave Key Stage 2 having reached their full potential in music.

## **Objectives**

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Ability to discriminate
- Listening skills

- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

### **Music Curriculum Key stages 1 & 2**

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

#### **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 inter-related dimensions of music.

#### **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.

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.
- Develop an understanding of the history of music

### **Charanga Model Music Curriculum Scheme: Themes and Wider Opportunities (Wigan Music Service)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	My musical heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
<b>Year 2</b>	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
<b>Year 3</b>	Writing Down Music	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
<b>Year 4</b>	<p><b>Wider Opportunities: Wigan Music Service</b></p> <p>Empowering classroom teachers to deliver a challenging and engaging music curriculum is central to the approach. Working weekly throughout the school year with a designated music specialist, children will develop technical, constructive and expressive knowledge of music through the key skills of singing, listening, composing and performing as detailed in the National Curriculum. Children will develop confidence, communication and listening skills through an exciting and varied programme of musical activities.</p>					
<b>Year 5</b>	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
<b>Year 6</b>	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

## Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Being Imaginative and Expressive'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their reception year.

Children at the expected level of development 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.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

EYFS lessons are taught using the Charanga Scheme of work.

### Charanga Original Scheme: Themes

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception themes</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

### Teaching and learning

- Chowbent Primary School have subscribed to the Charanga scheme of learning which is delivered by class teachers on a weekly basis. They are routinely supported by the school's music co-ordinator.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning.
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.

- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work and questioning.
- Children are encouraged to use their own instruments, including the recorder, during composing activities.
- Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular in class performances and key stage nativity and end of year show performances.
- Annual community events include performing at Harvest and Carol services, singing within the local community and 'Young Voices' concerts at the AO Arena.
- Additional music activities include a school choir who prepare for the 'Young Voices' concert. Peripatetic teachers are available for tuition at a fixed cost on a range of instruments offered by Wigan Music Services.

### **Assessment**

Assessing music is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into:

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity

for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has met the objectives for each unit within their year group. Evidence of work will be available in children's music books, big books on photographs, videos and notes on discussions with children, etc. This will demonstrate achievement of objectives.

### **Role of the Music Coordinator**

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the school.
- To update the school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities.
- To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The music subject leader is responsible for the monitoring of this policy. Areas identified for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of music