

St Matthew's Bloxam Church of England (VC) Primary School



Music Policy

October 2023

Music Policy

INTENT:

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to make judgements about the quality of music.

The objectives of teaching music at SMB are to enable children to:

- Develop aesthetic sensitivity and creative ability in all pupils.
- Foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- Provide for the expression and development of individual skills and for sharing experiences and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- Develop an awareness of musical traditions and developments in a variety of cultures and societies.
- Develop the capacity to express ideas, thoughts and feelings through music.
- Provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

IMPLEMENTATION:

Teaching and learning style

At SMB we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching and we regularly sing together in class and in collective worship. Through singing songs, children learn about the structure and organisation of music. Singing together is a rich, uplifting and enjoyable experience and helps to develop cohesion across our school community. We teach children to listen to and appreciate different forms of music. Children experience music from a wide range of genres and cultural influences. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces. We use a range of percussion instruments in whole class teaching and have a full class set of recorders, glockenspiels and ukuleles for use in class lessons.

We recognise that in all classes children have a wide range of musical abilities, so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We also offer a choir club for KS2 children to attend at lunchtimes.

Additional music teaching

As part of the Warwickshire Schools Wider Opportunities initiative, children in Year 5 have weekly class ukulele music lessons from Warwickshire Music Services teacher.

We hold whole school music workshops as part of our curriculum enrichment such as drumming and hold a music day every year.

Music Curriculum Planning

SMB uses the Charanga Music School Model Music Curriculum scheme of work as the basis for its music curriculum planning. This new Charanga scheme covers all of the statutory requirements of the National Curriculum for music but also reflects the non-statutory Model Music Curriculum launched by the government in March 2021. While there are opportunities for all children to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. We encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum and embedded into daily routines where possible.

Our music planning is designed to focus on three aspects of progress

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in children's music-making

The Early Years Foundation Stage

We teach music in the Nursery and Reception classes as an integral part of the seasonal themes, core experiences, focus stories and rhymes covered during the year. We also use Charanga in the Early Years Foundation Stage as the activities are designed to provide children with the developing musical skills they will need for musical learning in the subsequent year groups. We follow the EYFS framework and relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, nursery rhymes develop a child's language skills, and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music teaching to other curriculum areas

English

Music contributes significantly to the teaching of English at SMB by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to a child's mathematical understanding in a variety of ways. Children who study music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as rhythm and structure of music is mathematically based.

Personal, Social and Health Education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis for many social

activities and has an important role to play in the personal development of many young people. It has a vital role in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at SMB have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Children use the software provided online by Charanga to compose music. They also use computing to enhance their research skills, record and appraise their music rehearsals and performance and learn how music is shared appropriately via social media.

Music and inclusion

At SMB we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children and nurture a love for learning. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs and disabilities (SEND), those with special gifts and talents, those with English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate policies such as; SEND and EAL.

When progress falls significantly outside of the expected range, the child may have SEND. Our assessment processes look at a range of factors – classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the national curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside of the classroom, for example in live music performance at another venue, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for Learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. They will also use iPads to capture live music performances for the children to use as self-assessment. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how to improve their own and others' work. We assess music in accordance with the school's assessment policy, using Sonar tracking across the school.

Resources

Music resources are kept to the side of the stage where there are a selection of boxes containing equipment for pitched and unpitched work. There are whole class sets of recorders and ukuleles. Music lessons are usually undertaken in the classroom, however hall spaces are also available for large group music activities and events led by outside music groups.

All teachers are supplied with a username and password to the Charanga scheme of work.

The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Every year all classes participate in a musical show, attend church services three times a year (years 1-6) and have an annual opportunity to attend a live performance. The choir attend Young Voices and sing at local retirement homes for Christmas.

IMPACT:

Assessment should be used formatively to plan appropriate future activities and in doing so ensure continuity and progress of all pupils, which will enable us to ensure that every child meets their potential. Mini quizzes are used to ensure children gain the necessary core knowledge to build on in their music learning journey. Vocabulary connected with music is revisited regularly in order to address misconceptions and deepen understanding. Informal assessments and any live recordings are used to help with reporting at the end of every term.

Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in music is the responsibility of the subject leader. The work of the subject leader also involves supporting non-music specialist colleagues in their teaching and continual professional development (CPD), being informed about current developments in music and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan and policy and shares information with senior leaders and governors as appropriate.

Review date: Autumn 2026