



# Music Policy

Signed: ----- Date: -----

Chair of Governors

Signed: ----- Date: -----

Headteacher

Adopted and Approved by the Governing Body: **October 2023**

Review Date: **October 2027**

## Intent for Music Curriculum

Our aim is to promote a love of music and singing throughout Singlewell Primary School. To make music an enjoyable learning experience, harnessing a child's creativity and building their self-confidence through a variety of musical experiences. To listen to, appreciate and be **curious** about music of different genres and different cultures; developing an understanding of a variety of composers and musicians and learn how music can represent feelings and emotions. To gain sufficient understanding of musical language including tempo, timbre, rhythm, pitch, dynamics, structure, musical notation and melody. To use this knowledge to discuss and appreciate a range of musical pieces. To work with others to compose music and perform to an audience, building confidence and **resilience** when facing new challenges and having the **ambition** to perform to the highest level possible. Children will be given the opportunity to learn a pitched musical instrument during their time in KS2 in an **equal** and **safe** environment.

## Philosophy

Music is a powerful, unique form of communication that can enthuse and stimulate children in their learning. It enables personal expression and emotional development.

Music reflects the culture and society we live in and so the teaching and learning of music allows children to better understand the world they live in, thus forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of musical genres and to make judgements about musical quality. It encourages active involvement in different forms of music making, both as an individual and as part of a group, thus developing a sense of group identity and togetherness. Music will give opportunities to play a tuned musical instrument and to appreciate the skills required to perform to a good standard, giving a sense of fulfilment and improving self-esteem and personal enjoyment.

## Aims

At Singlewell Primary we aim to develop:

- An understanding of Musical Concepts: pulse, pitch, dynamics, tempo, rhythm and timbre.
- To develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings.
- Performing
- Composing
- Notation – both informal and formal
- Listening
- Appraising

## Teaching and Learning

At Singlewell Primary School we view singing as a vital and most enjoyable part of the everyday experiences of each child. Singing takes place at Assemblies, weekly singing sessions and informally, with songs linked to the seasons and events.

Singing and chanting rhythmically is often used throughout the school to enhance learning in other subject areas such as Numeracy and French.  
Regular listening to musical pieces from Charanga Listening Centre.

The school uses the Charanga Musical School scheme of work to teach music in a progressive manner, thus ensuring full coverage of both the Early Learning Goals and the National Curriculum Programme of study.  
All KS2 receive instrumental tuition during the school year.  
Y3 – Ocarina Mrs White  
Y4 – Ukulele Mr Ball  
Y5 and Y6 – Recorder Mrs White

### **Planning**

Planning is based on the Charanga Musical School schemes of work to ensure balance and progression and does allow cross-Curricular topic links where possible, and the Musicplus Outcomes.

There are Long term plans for the whole school, Medium term plans for each class, then short term plans used by each class teacher.

### **Monitoring and Evaluation**

This is carried out by the Music Co-ordinators, across all Key Stages and includes:

- Reviews of teacher's planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Monitoring of pupil work and performance by talking to children about their learning.
- Staff meetings and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of link governors in development of the subject.
- Evaluation of extra-curricular activities, e.g. choir, music festivals, musical events in the wider community.

### **Pupil Assessment**

Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a pupil's records, parent discussions and annual reports. Pupils' achievements are recorded, if appropriate, and are kept in class files.

### **Equal Opportunities**

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum.

The needs of the musically gifted and the less able are recognised and met through:

- Differentiated questioning and tasks
- Appropriate grouping during the delivery of music lessons. This applies particularly to composing tasks and performances
- Adult support
- Teachers would inform parents if children show particular talents in Music e.g. recommending peripatetic lessons or attendance to choir.

### **Additional Opportunities**

- Singing club
- Performances at special concerts and School Assemblies.
- Yearly "Talent Show"
- Visiting groups are encouraged, e.g. from "Bach to the Future", Drumming workshops
- Any children that learn an instrument in and out of school are encouraged to share their learning by performing in assemblies. The music played as the children enter and leave assembly is chosen by the staff.
- Connecting with the local community.

### **Resources**

All resources are stored for each class to use during their music sessions. The Music Co-ordinators are responsible for the acquisition, allocation and maintenance of resources but all staff and pupils should treat them with care.

An audit of resources is carried out annually to identify any gaps but staff can request resources at any time.