

TILERY PRIMARY SCHOOL



MUSIC POLICY



Ratified by Curriculum Committee: October 2022
Shared with Staff: October 2022
Signed by Chair of Governors: October 2022
Review Date: Autumn 2024

Music Intent Statement

At Tilery Primary School, we make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self-confidence and sense of achievement. Our teaching focuses on children gaining the ability to sing in tune and with other people, play tuned and untuned musical instruments with increasing control, fluency and expression and listen critically to a wide range of music. Our teaching focuses on children gaining an understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Rationale

“Music matters because children find immense pleasure in musical participation...Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them.” (*Burnard and Murphy, 2017*)

Music in the National Curriculum

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 talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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 to use their voices, create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content for 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.

Subject content for 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 notation.
- Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Early Years Foundation Stage (EYFS)

Music in the EYFS is taught through the area of learning: “Expressive Arts and Design”. In Reception we regularly sing throughout the week, linking to the Nursery Rhymes Spine, and incorporate it within cross-curricular teaching and learning, for example in maths. Children are exposed to music through topics, celebrations throughout the year and Charanga, creating a foundation for their musical education. Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the EYFS, children should have attained the level of development as defined by the Early Learning Goals (ELGs). For music these include:

ELG: Being Imaginative and Expressive

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;
- Try to move in time with music.

Implementation

At Tilery Primary School we use Charanga Musical School to support our music teaching. Charanga Musical School provides a well-structured, accessible programme with lots of engaging, interactive resources, covering all areas of the music curriculum and providing clear progression across the units. This scheme includes all elements of the music curriculum throughout most units (half terms) including, listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. The inter-related dimensions of music are interwoven throughout each unit, developing musical skill and understanding through a repetition-based approach.

During their time at Tilery Primary School, children will have the opportunity to learn a musical instrument and join a choir with an external music teacher.

Delivery

- Music is taught as a discrete subject in weekly lessons (and as part of cross curricular themes where appropriate).
- The subject leader for music is responsible for the coordination of the music curriculum across the school.
- Teaching continuously revisits musical skills throughout each year.
- Charanga Musical School is used by teachers to support the delivery of teaching music.
- Whole school music performance opportunities include assemblies and school performances, live or videoed.
- Extra-curricular music activities are available for children who wish to take part, including small group instrumental teaching and music clubs.

Progression

Pupils learn music through the strands of: listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. These strands often interweave and are almost all covered every half term across all year groups. Progression is developed through the repetition and depth of learning within these strands. This is through the integration and understanding of the interrelated dimensions of music, including: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Throughout each year and across all year groups, the interrelated dimensions of music are built upon the foundation of pulse, creating a spiral of musical learning across the school.

Resources

Every year group has access to music resources in school. Every teacher and pupil has a Charanga login. Charanga can be accessed by teachers through the class laptop and interactive whiteboard, and by pupils through school laptops and iPads (particularly for use in composition activities).

Foundation Stage 1 houses its own instruments within their teaching and learning area and Foundation Stage 2 share a cube of percussion instruments with Key stage 1 which is stored in the small hall. On the music cube there is a variety of tuned and untuned percussion instruments as well as a selection of multicultural instruments. There is a class set of 8 note Glockenspiels for key stage one, and 25 note Glockenspiels for key stage two. We have two pianos in school in each hall space.

Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can sing and feel a pulse. At Tilery Primary School children are provided with opportunities beyond the National Curriculum to further support their understanding. These include visiting concerts and school performances. External interests and talents are also encouraged and showcased in class or assembly, ensuring that everyone is challenged regardless of previous musical experience.

Monitoring and Assessment

Teacher assessments of music follow the school's assessment policy. Recordings and videos will also be collected and stored on Staff Shared to support assessment and celebrate musical achievement and enjoyment.

Health and Safety

Staff and children are encouraged to use musical instruments with care and store in the appropriate storage areas after use.