

Music Policy



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum programmes of study which set out in detail what pupils in different Key Stages should be taught.

The National Curriculum states that:

'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, to 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.

At Acorns School, in music we aim for all pupils to:

- Experience a wide range of musical activities
- Develop musically at his/her own pace and level
- Develop responsiveness to music
- Develop awareness, appreciation and understanding of music

- Develop, through musical activities, confidence, self-esteem, social skills, communication and creativity
- Take part in group music-sharing and community-based music activities.

These aims are consistent with our school policy and take account of LEA curriculum policy and National Curriculum Statutory guidance.

Programmes of study

Early Years; Music forms part of the expressive arts element of the Early Years Foundation stage Curriculum. Class-based music involves songs and rhymes, turn-taking, listening to each other, exploring and investigating musical instruments, experiencing and responding to a variety of instrumental sounds and types of music and making choices. Children are given opportunities during continuous provision to access musical instruments and explore and investigate sounds and musical instruments.

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.

Method of delivery

The curriculum organisation and structure is outlined in the policy document entitled “Curriculum and School Organisation.” The procedures for planning, teaching, and learning strategies, monitoring and evaluation are outlined therein.

In relation to Music however, additional considerations apply as outlined below.

Throughout Early Years, KS1 and KS2 music is delivered by a HLTA or class teacher. Singing club is held for upper school and lower school on alternate weeks. All pupils have regular access to live music of different styles and traditions. Every Christmas, all children take part in a production involving music and singing. This involves rehearsing and performing to different audiences. Opportunities will be taken throughout the school year to participate in musical events. E.g. Music festival and ‘More Music’ activities.

Cross curricular opportunities

There are many opportunities that arise for cross curricular links for music with other subjects. These opportunities should be embraced and activities planned to incorporate the use of music into other subjects. Examples of these include sensory drama, number songs and ‘number-fun’, drama, PE activities, Christmas production, songs in other languages, daily routines and registration songs.

Planning & Class Organisation

Each class teacher is responsible for the delivery of music in their own class, following consultation and/or guidance, if needed, from the music subject leader.

Music is also reinforced throughout the curriculum, enhancing the study of all other subjects. The music subject leader is responsible for monitoring the planning of music throughout the school, and for ensuring all aspects of the National Curriculum are covered.

Resources (including ICT):

Each class has access to music resources that are stored in a central store. The central store also contains music CDs and resource books with links to topics. Each class has a CD player and access to a computer which also has a music player. iPads are stored in the library and have music based ‘apps.’ Some classes have their own music box and

music CDs. There is a piano in the hall, and a selection of music on CDs in the hall and sensory room. There are two 'Skoogs' which are currently stores in the Music subject leader's classroom.

Equal Opportunities

Wherever appropriate, Music is incorporated across curriculum areas.

The songs, recorded music, traditions studied, and the musical instruments used in the teaching of music, reflect the wide variety of cultures in the school community and in the world generally. All cultural and religious elements are treated with equal sensitivity and respect, and are accorded equal value. Multicultural diversity is celebrated.

Assessment, recording and reporting

The procedures for assessment, recording and reporting of pupils' progress are outlined in the policy document of the same name in relation to Music, however, the following considerations apply.

Recording Achievement

Achievement is recorded against learning outcomes listed in the Unit of Work. Special achievements would be rewarded with a certificate, special mention of the day, star of the week and evidence could be in the form of photos, recordings, videos and written narrative.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Pupils would be assessed at the end of key stage according to statutory requirements. QCA P levels are used as an assessment tool based on the performance criteria published by the DfES. Music is moderated throughout school and during moderation meetings

Reporting Achievement

Achievement will be reported on through evaluations in individual pupil's annual report. The teacher responsible for the subject delivery will report achievement via the annual report to parents.

Monitoring and Evaluating Music

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process which is the responsibility of all staff but is seen as a major facet of sound management of school and thus it is directed from a senior management level. Opportunities are made available to subject leaders to allow them to work alongside colleagues in other departments within the school in order to monitor the balance and coverage of the Music curriculum and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject.

Acorns Primary School Music Curriculum

This pack should contain everything you need for planning the music curriculum

The full units can be found at www.charanga.com (please see me if you need to check your login details)

Everyone should have trialed a unit during the summer term and be more familiar with the scheme, website and resources.

I have given each class 3 units to cover throughout the year. I have mapped this based on what the National Curriculum states we should cover. I have also tried to ensure there is a wide range of music being taught throughout school. If there are a choice of 2 units, choose what is appropriate for your class. The units do not have to be taught during the terms I have given, just the class.

Each class is very different and this will continue to change, therefore, please adapt the units for your current class as you see necessary. If you need any help with this, please come to see me.

Planning documents are available on the website, we have agreed that we can print these off and annotate them for our own use. This planning document describes activities for the term and I have printed them off for your class. I have also included a blank form for including pupil details and learning expectations (there are lots of ideas on the end of key stage expectations documents)

Each year group has a final unit called 'reflect, rewind and replay,' this unit contains western classical music in each session. Please can you use these songs alongside your music teaching, this will ensure that children are taught about classical music throughout school, as well as a wide variety of modern music.

Acorns Music Curriculum Mapping

Units can be found at www.charanga.com

	Ongoing	Autumn	Spring	Summer
Seedlings	Western classical music from 'reflect, rewind, replay'	Me!	My stories	Everyone
Saplings		Our world	Big bear funk	Hey you! Old school hip hop
Cedar		In the groove <i>blues, Latin, folk, funk, baroque, bhangra</i>	Rhythm in the way we walk and banana rap <i>Reggae, hip hop</i>	Round and round <i>Latin Bossa Nova, film music, big band, jazz, mash-up, Latin fusion</i>
Elm		Hands feet heart <i>south African styles</i>	Glockenspiel 1/ I wanna play in a band <i>basic instrument skills/ rock</i>	Zootime <i>reggae</i>
Willow		Three little birds <i>reggae</i>	Glockenspiel 2/ Benjamin Britten – there was a monkey <i>basic instrument skills/ western classical music, reggae, R&B</i>	Let your spirit fly <i>R&B, Michael Jackson, western classical music, musicals, Motown, soul</i>
Ash		Mamma Mia <i>ABBA (pop)</i>	Glockenspiel stage 3/ Benjamin Britten – Cuckoo <i>learning basic instrument skills/ western classical music, folk, big band jazz</i>	Lean on Me <i>gospel</i>
Pine		Don't stop believin' <i>rock</i>	Classroom jazz 1/ Stop! <i>jazz/ grime, classical, bhangra, tango, Latin fusion</i>	Benjamin Britten – A tragic story <i>western classical music, blues, traditional jazz</i>
Oak		Classroom Jazz 2/ Fresh Prince of Bel Air <i>jazz/ hip hop</i>	Make you feel my love <i>pop ballads</i>	Livin' on a prayer <i>rock</i>