



Emmaville Primary School

Music Policy

Music Co-ordinator: Kathryn Jarvis

Rationale

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. (National Curriculum in England:- Music. Purpose of Study.)

Aims and Objectives - Intent

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.

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.

Approaches to learning - Implementation

At Emmaville, teachers provide balance in teaching approaches, and the planned sequence of work throughout the school encourages pupils to use prior knowledge when approaching new work. Where possible, cross-curricular links are made with music and other subjects. This is documented in our own scheme of work. (See Music Overviews Attachment.)

We have looked at the topics taught within other subjects and identified possible, relevant, links with music. For example, 'Gustav Holst:- the Planets' is studied in Year 5 during the same half term that Earth and Space is studied in Science.

All staff have access to identified music and lesson plans which they can use to support teaching. These have been selected from a range of sources such as: the BBC, Carnival of the Animals, Kapow Units of work, Music Mark and resources from Twinkl. Teaching resources are available on the School System under:- Resources -Music Curriculum from 2020. Hymns and Songs can be found on the school system under:- Resources-Hymns and Songs.

EYFS

Music is taught as an integral part of the topic work covered during the year. We 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, and songs from different cultures increase a child's knowledge and understanding of the world. Music, therefore interweaves through all areas of learning and development

We are also guided by the Musical elements of the Development Matters in the Early Years document. This document offers examples and possibilities of what children often naturally do and how this can be recognised, valued and nurtured. The document states that "Music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience such as two or more children making music with pots, pans or traditional instruments. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings.

All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.

Aspects of musical learning and development in the Early Years can be broken down into:

Hearing and Listening
Vocalising and Singing
Moving and Dancing
Exploring and Playing"

In the Early Years, we give children the opportunity to access activities and resources relating to the above strands. We also plan and carry out teacher-led sessions which enable children to develop their musical skills, vocabulary, appreciation and knowledge.

Children are assessed through short observations, group observations and Narrative Observations. These observations are stored on each individual pupils' files on Tapestry.

Whole School Music Foci

Genre of the Week

To help us to increase our children's experience of music, the whole school focuses on a different genre each week. We tell the children the name of the genre of music for the week and play one example, or more, every day. We may play the music as the children leave or return to the classroom. (Eg: at break, lunch times or at the start or end of the day.) (See Genre of the Week Attachment)

Whole School Singing Focus

To help us to increase our children's experience of music, the whole school focuses on songs to use in assemblies and whole class singing. We follow a two-year rolling programme of songs which may be adapted where appropriate. Teachers continue to use their own choice of songs and singing games as part of music lessons. (See Whole School Singing Years A and B. in Attachments)

Resources

Percussion instruments are located in sensory room.

Foundation stage have instruments in classroom

CD players available

Identified instruments and activities for use by specific year groups ensures development of skills across the primary school years.

In Year 3 every child will receive their own Penny Whistle to use in school and to keep.

In Year 4 every child will be able to borrow a trumpet for use in school and at home.

School Steel Pans are stored in cupboards near the main school hall. The stands are stored in a store in the Courtyard.

Teaching resources are available on the School System under:- Resources -Music Curriculum from 2020.

Hymns and Songs can be found on the school system under:- Resources-Hymns and Songs.

Assessment and Recording Learning

We build a record of music at our school through our school provision, events, achievements, participation, performances and staff training. This is supplemented with recordings, photographs and informal observations.

Children are assessed against the National Curriculum targets and music is reported on at the end of each academic year in each child's school report. Teachers complete an Assessing Non-Core Subjects grid for music, each half term.

The milestones describe attainment at the end of a two-year period. The knowledge categories and proof of progress tasks help the pupils to meet these goals and we compare pupil's work over time assessing the impact.

Milestone 1 - at the end of Key Stage 1

Milestone 2 - at the end of Lower Key Stage 2

Milestone 3 - at the end of Upper Key Stage 2

KS1

Photographs and videos

Pupil comments:- scribed by the teacher and kept in a Class Learning Journal.

Lower KS2

Videos and performances of Penny Whistle and Trumpet playing.

Group posters.

Upper KS2

Photograph and videos of singing performances.

Small group learning journals.

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of music in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend music network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the music curriculum.

In Conclusion

Emmaville Primary School is committed to providing opportunities to all pupils. We aim to provide a high-quality learning environment for both core and foundation subjects. Currently, all of our children learn the penny whistle and then the trumpet during their time with us. All of our children sing as part of a choir, in small and large-scale performances. Our children perform in school and within our local community. We also aim to take part in bigger events such as singing as part of a massed choir at large venues or taking part in the Ryton Music Festival competition.

Our children have the opportunity to learn the Steel Pans and sing within choirs as part of free after-school clubs.

We have a team of External Musicians who offer instrumental lessons in piano, drums, ukulele, guitar and violin. These sessions are paid for by parents and can be private or small-group sessions. These lessons take place before and after school.

More details and documents can be found on the school Web-site pages.

<https://www.emmavilleprimary.org.uk/web/music/512060>

https://www.emmavilleprimary.org.uk/web/external_musicians/611949

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