



GREENLEAS PRIMARY SCHOOL

MUSIC POLICY

Vision

At Greenleas Primary school we have the following vision for music:

Our music Curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love of music from different eras and cultures. We see a music curriculum that increases self-confidence, curiosity, creativity and imagination and provides opportunities for self-expression and sense of personal achievement. We want children to participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. Music is a tool for personal expression, and it can play an important part in personal development. We want to inspire the children to be creative and proactive musicians and make musical choices based upon their feelings, understanding and experiences of this subject.

'Where words fail, music speaks.' - Hans Christian Anderson

Aims

The National Curriculum for Music aims to ensure that pupils:

- Perform, listen to, review and evaluate Music.
- Be taught to sing, create and compose Music
- Understand and explore how music is created, produced and communicated.

Intent

Our aim is for our pupils to:

- Have a positive attitude and feel enthusiastic about music.
- Enjoy a broad range of quality musical experiences.
- Feel safe and confident to apply their music skills.
- Meet the requirements of the National Curriculum as fully as possible and for children to reach the highest possible standard of achievement.
- Learn about music in a cross-curricular fashion and to raise standards across the school.
- All feel confident to enjoy and learn about music using resources provided.
- Feel inspired to be part of and perform as part of a team.

Implementation

At Greenleas Primary School, we use the 'Charanga Musical School' scheme of work. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as a basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom- based participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

The Charanga scheme provides teachers with week by week lesson support for each year group. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessments, clear progression, and engaging and exciting whiteboard resources to support every lesson.

Teaching Objectives

Programmes of Study of EYFS Curriculum and National Curriculum

EYFS

In EYFS the pupil's early learning goal is:

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

KEY STAGE 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned instruments musically.
- Listen with concentration traditions and from great composers and musicians.
- Play tuned and untuned instruments musically
- Develop an understanding of the history of music and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

National curriculum 2014

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.

Differentiation

The program of study for each key stage should be taught to pupils in ways appropriate to their abilities and needs. We achieve this by:

- Setting varied levels of difficulty tasks.
- Opportunities to extend the learning of pupils where appropriate will be built into lesson planning.
- For children to showcase their work, e.g. performing in assemblies', extra- curricular clubs.
- Using Teaching Assistants to support the work of individual children or groups.
- Opportunities will be provided for pupils with Special Educational needs through differentiation in planning and ensure that learning activities are accessible.
- The needs of children with physical disabilities will be taken into consideration when planning work.
- Pupils are supported where necessary by class teacher or classroom assistant.

Assessment and Record Keeping and Reporting

- Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive.
- Feedback is always given whilst a task is being carried out through discussion between child and teacher.
- Assessments are used by teachers to evaluate learning and inform teaching and to inform future provision.

- Formative assessment carried out informally by teachers by setting tasks e.g. in group discussions, practical tasks, specific for the individual, individual discussions, their own work and progress and peer and self-assessment.
- Assessments are used as an ongoing progress and progress is evaluated at the end of each unit of work.
- Year groups keep evidence of work produced by the pupils in class music scrap book to show their music learning journey.
- The music leader keeps samples and observations linked to children's learning, which demonstrate the expected level of achievement in music for each age group in the school.

Reviewing progress

It is the responsibility of the subject leader to track and monitor progress in Music. The subject leader should provide a clear vision to support staff with 'Charanga Musical School' scheme, planning, implementation and assessment of Music including the progress of the children against age related expectations. Staff must be informed about current developments in the subject and be supported with planning, providing and maintaining resources. The subject leader will track whole school scrap books in order to track and monitor progress with in the subject for each key stage. They will provide evidence including evaluations, photographs, high quality questioning and answers and written tasks.

Revised and adopted by the Governing Body May 2020