

# Music Subject Policy

Milton Road Primary School



**Where Learning is an Adventure**

## INTENT

**“We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.”**

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. Every child will leave Milton Road Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives. We encourage children to participate in a variety of musical experiences through which we build up the confidence of all children. We recognize the significance of the echoic memory of being in school and therefore place importance in building a catalogue of memorable experiences linked to music: be this through our Sing with a smile

### Aims:

- To enjoy and appreciate a wide variety of musical styles
- To explore how sounds are made, and how music is produced by a variety of instruments
- To develop imagination and creativity
- To build a sense of pulse and rhythm
- To understand a range of musical vocabulary
- To develop the interrelated skills of composition, improvisation, performance and appreciation
- To enjoy a wide range of songs and sing in tune
- To develop positive attitudes and to experience success and satisfaction in music

## IMPLEMENTATION

The EYFS curriculum at Milton Road has been designed using the 7 educational programmes identified within the EYFS Statutory Framework. The progression of knowledge and skills are delivered through a combination of adult directed learning during whole class inputs, enhancements, challenges and activities as well as child initiated through access to an ever evolving provision. Music contributes to a child's Personal, Social and Emotional development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. In addition to Music promoting Expressive Arts and Design. Also Music encourages children to be actively involved and show enthusiasm and willingness to 'have a go', persevere through challenges, find enjoyment in their accomplishments as well as adapt and change what they are doing when issues arise. As well as songs being an integral part of routines, daily movement breaks such as 'Danny go', weekly attendance and participation at 'Sing with a Smile' with KS1 and access to musical instruments and puppets within the outdoor stage area Reception complete 3 teaching units from the whole school music scheme Charanga. The 'Big Bear Funk!' Unit taught in the Summer term is outlined in the same structure as the Year one units and supports the transition into KS1.

### Key Stage One and Two Curriculum

Our school uses the Charanga scheme (from Cambridgeshire Music Service) as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, improvising, composing, listening and appraising. Children are taught to make music together with tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### **Resources**

The following resources are available to aid the teaching of music at Milton Road Primary School: Charanga music scheme – all teachers and TAs have individual logins

- a class set of chime bars
- a class set of ukuleles
- a selection of un-tuned percussion instruments
- 2 class sets of ocarinas

### **Equal opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. For this reason, we have selected to use the English Model Music Curriculum from Charanga as it includes composers from a range of backgrounds, ethnicities and cultures. The children will listen to, and participate in, a variety of experiences in a positive and constructive role.

### **Inclusion**

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children.

### **Additional music teaching**

Children can learn the ukulele in Years 5 and 6 and the ocarina in Year 3. There is also a Key Stage 2 choir which has been running successfully for many years. Milton Road Primary school currently also welcomes a range of peripatetic music teachers who work with individual children.

### **Musical events**

Children take part in singing practice during singing assemblies. In addition to this, there is a KS2 choir which provides opportunities to sing in public at venues such as the West Road Concert Hall, for local elderly people's homes and at carol services at the church. There are many opportunities for musical performances throughout the school: The choir have musical performances each term, EYFS and KS1 take part in a nativity performance at Christmas; Lower KS2 take part in a Roald Dahl inspired production in the Spring; Year 5 take part in a Tudor production and Year 6 perform in a summer production as well.

## **IMPACT**

### **Assessment**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Audio recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence. The Musical Progression Guide (see Appendix) will enable teachers to assess whether children are working below, above or at the expected level at the end of each year. Assessment is tracked on Insight tracking and analysed by the subject champion.

### **Role of the Subject Leader and Monitoring**

- The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:
- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject
- provides colleagues with regular CPD so that they feel confident to deliver the Charanga scheme
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music
- reviews the success of the Charanga music scheme and reviews evidence of children's work