

Music Curriculum Policy

Intent

The opportunity for pupils to explore, enjoy and engage in music is held in high regard at Baguley Hall Primary school. 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. Research shows that achievement in music helps cognitive abilities generally and rises attainment across the curriculum. As pupils progress through Baguley Hall, they should develop a critical engagement with music, allowing them to compose, perform and to listen with discrimination to the best in the musical canon across different genres.

We follow the national curriculum for music which 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

Implementation

EYFS and Key stage 1 Pupils are 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 are 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.

To implement these objectives, the Charanga music scheme is used across the school. All children take part in musical assemblies once a week to develop singing skills and musical knowledge.

Each unit is planned to ensure:

- Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work;
- Consistent opportunities to listen to and appraise a wide variety of musical genres;
- Consistent opportunities to perform and showcase their learning, using voices and a wide variety of musical instruments;
- Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition.

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- Consistent opportunities for pupils to improvise and compose. They reflect on and evaluate their work.

In KS2, all children learn to play 3 musical instruments – ukulele in LKS2, drums or steel pans in UKS2 and pitched percussion (glockenspiels) throughout KS1/2 as part of the Charanga scheme.

We also have a school choir which performs regularly at school and within the community.

Impact/Assessment

Assessment is undertaken in a range of ways;

- ♣ Questioning in order to understand children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- ♣ Sharing what has taken place during the lesson which is also a great skill when working towards performing to an audience.
- ♣ Videos and voice recordings are to be taken on first and last lesson to evaluate progression (monitored by subject leader) Class teachers will make a formative assessment judgement on the children within their class. At KS2, the specialist music teacher will also provide half termly assessments linked to the skills taught during the sessions that support the schools LCC assessment grid.

Children perform on their instruments 3 times a year for parents and peers. At Christmas, each class takes part in a performance and performs in a class assembly throughout the year.

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.

Teaching and Learning

Across the whole school, there are four key musical learning strands that the children will explore over the course of their education at Baguley Hall:

- To play and perform
- To compose and improvise
- To listen to a wide range of music
- To understand the history of music

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners and musicians, developing a love of music and an enjoyment in performing with others. Learning from these strands helps children to foster an enthusiasm and confidence in their abilities, encouraging pupils in their first steps towards being life-long learners.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. Our school uses The Charanga Musical School Scheme, which provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum, and provides a practical, exploratory and child-led approach to musical learning.

At KS2 provision includes a weekly instrumental lesson with a specialist music teacher.

Promoting and Recognising Greater Depth within Music.

We recognise that music is an area in which some children show a natural talent and believe that we should encourage this to flourish. These are additional ways in which children can be challenged:

KS1 - At Greater Depth children should:

- Recognise / identify style indicators and different instruments used.
- Find and internalise the pulse using movement.
- Confidently use correct but basic musical language to describe the music they are listening to and their feelings towards it with reasons.
- Listen, with respect, to other people's ideas and feelings towards the music they have listened to.
- Confidently discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music they are listening to.
- Listen, appraise and evaluate music and performances in a respectful and constructively critical way.

KS2 - At Greater Depth children should:

- Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context.
- Securely and confidently recognise and identify different style indicators and different instruments and their sounds.
- When listening to the music, find and internalise the pulse using movement. Understand and explain the pulse and its role as the foundation of music.
- Use correct musical language confidently to describe the music they are listening to and their feelings towards it.
- Listen, comment on and discuss with confidence, ideas together as a group.
- Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to with explanations and examples.
- Confidently show understanding of the workings of an ensemble / choir, how everything fits together.
- Confidently follow the leader /conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - eg clear starts, ends of pieces / phrases, technical accuracy etc.
- Confidently and successfully maintain an independent part in a small group.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In animation projects music can be an effective vehicle to contribute to creativity within the curriculum.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship

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Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Community links are maintained by choir performances in the area e.g. concerts for the elderly or at workplaces such as Tesco. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Baguley Hall Primary School have the opportunity to encounter music from many cultures and through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

PE

Links with dance and movement lessons should be made as part of the listening and appraising element (see progression of skills document.) Devising and performing dances in response to music enhances listening and evaluating skills and is related to the improvisation of musical pieces.

Music and ICT

Information and communication technology enhance the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and they record their own compositions to share with others electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. They can also use music to enhance their cross-curricular work e.g. creating soundtracks for their animations and podcasts.

Equal Opportunities and Inclusion

At Baguley Hall Primary school 'Putting children first,' is our philosophy and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the music curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

March 2020

Date of Review December 2020