

	<h1>Music Policy</h1>	
First Published	2002	
Reviewed	June 2022	
Subject Leader	P A Walker	
Intent in Music		
<p>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.</p> <p>Music should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum. All children should be taught instrumental, vocal & compositional skills that follow a developmental plan across the school. They should have the opportunity to experience live and recorded music from a wide variety of sources. They should be taught key skills to enhance and deepen their understanding, be encouraged to listen in detail, realising how the music is created, organised and produced in context and through the inter dimensions be encouraged and guided in their use of musical language. They should be exposed to a wide variety of styles genres and traditions to enable an understanding the communicative & emotional power of music.</p> <p><i>“With music, one’s whole future life is brightened. This is such a treasure in life that it helps us over many troubles and difficulties. Music is nourishment, a comforting elixir. Music multiplies all that is beautiful and of value in life.” – Zoltan Kodaly</i></p>		

Music is divided into the four key elements of listening, evaluating, composing and performing. The teacher will ensure that listening, and applying knowledge and understanding, will be developed through the interrelated skills of performing, composing and evaluating.

The aspects of these elements in which the children will demonstrate progress are:

- i) Performing and Composing
 - controlling sounds: instrumental/vocal/electronic/technological
 - performing with others
 - learn an instrument
 - exploring sounds:
 - compose in response to a stimulus
 - explore notation
 - communicating musical ideas
 - use technology appropriately to enhance and progress

- ii) Listening and Evaluating.
 - understanding music from different times and places (a range of historical genres styles and traditions: great composers/musicians/ pieces in historical context.
 - applying knowledge to their own work
 - responding to, and reflecting on music
 - listening with concentration and aural perception.

Role of the Subject Leader

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The subject leader will moderate the standards of children’s work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject’s foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The subject leader should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Class Teacher, Senior Management Team & Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

Music is planned by the co-ordinator in progressive unit-based schemes of work. They are largely cross-curricular (as appropriate,) but not exclusively. Lessons are led by the music specialist and followed up by the classroom teacher before returning for further specialist teaching : CPD.

The school also has a number of peripatetic teachers who teach violin, cello, bass, woodwind, percussion and brass. Pupils have the opportunity to progress through the ABRSM/ Guildhall exam system.

Once basic skills are established, pupils develop their instrumental & musical skills through involvement in the school orchestra (differentiated parts) performing in the school assembly (weekly) & concerts.

All children from Year 3 to Year 6 learn the recorder ensuring that they should leave primary school able to read music. The pupils perform on their recorders at Beverley Minster for the school's Christmas Concert (Years 4,5 & 6) and at our summer Exhibition of Work Evening as separate year groups (Years 3, 4, 5 & 6) Occasional assemblies as appropriate.

Monitoring the Impact (Assessment, Reporting and Recording)

Assessment will be carried out through :

- 1) FLIC : key objectives are presented on i-pads in line with the National Curriculum directive. Progress and support can be instantly assessed reviewed and pupils supported highlighted.
- 2) Teachers will make summative assessments of children's achievements to be recorded in parents' reports.
- 3) The Music Assessment Grid will be used by teachers and pupils with in lessons. (See assessment grid at the end of the policy document.)
- 4) Children receive ABRSM Grade Certificates/Peripatetic teacher progress reports (annually).

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in Design Technology by conducting deep dives, which include sampling the pupil voice and the work at all stages of the process.

Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

Mastery in Music

Music is at the very heart of Molescroft Primary School. Pupils should have the knowledge and skills to read, write, compose and perform their own music. They should have every opportunity to experiment with sound, experience the joy and power of ensemble playing, and have the opportunity to deepen and widen their understanding by experiencing and listening to a plethora of styles, genres and traditions of music by great composers and musicians.

As they progress, they should be able to perform with increasing confidence & dexterity; moving to the next level of musicianship; compose with freedom; experiment without limits and actively listen to music with deepening understanding. They should also know how music reflects our history, and contributes to the culture, creativity and wealth of our nation.

Pupils should:

Experience a wide variety of music

Be encouraged to express their own individuality through creativity

To experience the joy of singing and playing together

To have a deeper knowledge and understanding through their experiences To have a good understanding of notation.

To be excited & inspired by music.

Coherence in Music

Lesson design to include: perform, compose listen, and evaluate Logical skill progression

Notation: Aural - Pictures- dots and dashes- graphic - staff Vocal: age appropriate: song types-parts-range

Instrumental: ability appropriate: differentiated parts: pitch range

Listening & evaluating: Listen to a relevant great piece/work/composer: age appropriate questions and vocabulary expectations

Using technology to enhance and facilitate expressive progress.

Time to : rehearse review and evaluate

Variation in Music

Key variation:

Range of ability; physical co-ordination : interest and confidence: Responded to by variation of task: styles and genres: vocabulary Catering for individual needs: pupil's individual personality Differentiation: variation by task/outcome

Pupils individual choice of role/part

Structure In Music

Unit plans to include:

Clear introduction of task and context

Teach skills necessary to succeed

High expectations during developmental/rehearsal stage : critical questioning

Children given time to rehearse and explore
Children given chance to share and review/evaluate
Children having time to share their performance/composition.
Progression in expectation and task throughout the year groups (& individual)
Pupils build on their vocal and instrumental skills; listening skills and musical vocabulary : experiences.

Fluency In Music

Pupils are expected to perform/share their work and verbalise their thoughts /ideas/ skills
Pupils are able to show the connections between reading/performing/composing / listening appraising & evaluating music. Instrumental/vocal fluency is demonstrated by the standard of difficulty and range of pieces performed - differentiated parts within an ensemble.

Making connections / logical reasoning in Music

At the beginning of each unit where new skills are being taught - reference should be made to the skills already established and to the developmental possibilities bringing all aspects together. Pupils can interpret music: from written notation to sound: discuss the music they hear with understanding : compose music - and talk about the context of the music.

KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year? These may be reflected in the organisation of objectives in FiC AND OF COURSE THE ASSESSMENT GRIDS

Develop instrumental & vocal skills necessary to perform
Instrumental & vocal performance showing understanding and awareness
Compose and improvise new ideas within musical parameters
Interpret a range of musical notation
Listen-review and evaluate music, including my own performance across a range of styles Use musical terminology
Use technology to record and manipulate sound

(Please refer to the Grid at the End of the Music)

Foundation Children:

Are led by their class teacher/s (some with a strong musical bias) and can be heard starting the school day with a good variety of songs. They also receive some units lead by the subject specialist and continued by the teachers/TA's : in both smaller groups (10-15 children) and as a class.

The ELG's summarised;

Sing a large repertoire of songs/rhymes/poems - with increasing pitch and vocal control- enjoying the rhythmic and melodic shape

Perform from memory : increasing difficulty and variation of style and genre.

Listen with increased attention to sounds/music - respond to what they have heard - expressing their thoughts and feelings & in different mediums : physical - verbal- visual

Combine sound and movement - dance- expressing themselves and their feeling.

Create their own songs/pieces with increasing instrumental control and increasing refinement - including improvisation.

Perform in different sized groups: solo : small ensemble : class: KS1 : school.

Relationship with the rest of the curriculum and Cross Curricular Opportunities

The new music curriculum is largely cross curricular in nature with a key musical skill at the core. Year 5 follow a keyboard course building skills throughout. Composing using digital technology is featured as appropriate and more prominently in years 4, 5 & 6.

Promoting Equality & Inclusion

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring learning environment in which he or she can develop their full potential whatever their learning needs.

All children should have the opportunity to participate in music regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources. Differentiation will ensure that musically gifted and special needs pupils have access to the subject.

The different elements of music ensure that all learning styles (visual, auditory and kinaesthetic) can succeed. In addition, the creative aspect of the subject allows for the mode of working to be varied. Children will have the opportunity to work independently, in pairs, in groups, and as a whole class or even larger ensembles: within an orchestra and as a school.

SEND

These children wherever possible are included in the normal class activity but depending on their specific requirement may be guided by/to:

specific instrument choice
bespoke Instrumental part-
bespoke notation (colour coded music - matched to their instrument)
TA support where appropriate

Talented Pupils

Pupils are extended through bespoke parts when and wherever possible and appropriate: In class lessons : PPA recorders & Orchestra.
Parts are written to challenge and extend their instrumental range/control and children are encouraged to support the other/younger children (class/orchestra)
Playing in the orchestra really does develop the ability to maintain an independent part. (Orchestra size is regularly 50-60 pupils Maximum achieved 96)
Children are given opportunities to lead and share their skills and have a number opportunities to perform.

Resources

Tuned and untuned instruments

Charanga online resources.

Online resources.

Lively Music 4 – 7 and 8 – 11

Sounds Topical

Sounds Musical

A selection of CDs: i-tunes

Music stands

Recorders

'Recorders From The Beginning Book 1 + 2 Library of recorder and orchestral scores

County peripatetic service

GarageBand composition software on i-Pads

Tuned instruments

chime bar sets

alto metallophone

electronic keyboards xylophone

soprano diatonic glockenspiels chromatic glockenspiels

Untuned Instruments

2 drum kits

tambours – various sizes

tambourines with skins/without skins

bass drum

maracas – various

fish guiros

two tone wood blocks

castanets

woodblocks -assorted sizes - some 2 tone pocket rattle

triangles

sleigh bells

jingle sticks

cowbells

cymbals,

rain sticks

claves

agogos (wooden)

agogos (metal)

bass Drum

Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

The school offers a variety of extra curricula activities to enhance and develop the children's love of music.

These may include:

Recorder groups

Orchestra

Choir

Theatre Club

Guitar Club

Little Big Sing

Molescroft Primary School and Woodmansey CE Primary School Curriculum Policy

STYLE: CONCEPT:	EXPLORING NEW IDEAS IN THE MUSICAL FIELD	DEVELOPING SKILLS NECESSARY TO PERFORM	COMPOSING WITHIN THE PARAMETERS	PERFORMANC E SHOWING UNDERSTANDI NG AND AWARENESS	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
BELOW TARGET LEVEL	You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes.	You are hesitant and unsure. ADVICE: Take time and be confident.	You are making your first steps. ADVICE: Do not be afraid to take bigger steps.	You describe the lesson. ADVICE: Explain <u>your</u> ideas more.
DEVELOPING	You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas.	You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard.	You have a range of promising ideas. ADVICE: Nearly there – stick at it!	You are developing. ADVICE: You are now making progress, practice makes perfect.	You explain your own ideas and progress. ADVICE: Explain <u>all</u> of the problems and how you solved them.
SECURE	You share ideas and support others. ADVICE: Discuss ideas in more depth.	You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more.	You are secure and sure in your work. ADVICE: Now is the time to be more inventive.	You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient.	You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'.
ENHANCING	You share ideas and support and learn from others. ADVICE: Keep your focus strong.	You are willing and successfully explore and develop new techniques. ADVICE: Keep on with your work and refine your creativity even more.	You are inventive and your ideas are original. ADVICE: Keep working hard to become truly fluent.	You are expressive. ADVICE: You are working at a high standard; can you leap to a higher level?	You make informative, full and detailed comments. ADVICE: Try to use specialist terms in your evaluation.
CHALLENGING	You are a leader, you are fair and you negotiate. ADVICE: Continue to develop your consultation skills.	You are creative and experimental this leads you to make inspirational discoveries. ADVICE: Enjoy the fruits of your labour!	You are confident and fluent in your work. ADVICE: Consider developing a specialism in this area of work.	You are fluent and fully confident. ADVICE: Where else can you find opportunities to develop this work?	You use specialist terms to evaluate work and relate to other work you have seen. ADVICE: How have others, in a professional sense, solved similar problems?