

# **GREAT CHART PRIMARY SCHOOL**

## **MUSIC POLICY**

**September 2021**



*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.*

## **INTRODUCTION**

According to the new National Curriculum “Music is a universal language that embodies one of the highest forms of creativity” (2014) .

With this in mind, music at Great Chart Primary School is highly valued, not only because of the skills it can allow children to develop but also due to the enjoyment that every child can gain from the subject.

### Intent

The National Curriculum for music aims to ensure that all 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.

At Great Chart Primary School, children learn music skills and knowledge progressively through themed, purposeful learning that is integral in our creative curriculum. To enable music teaching to be accessible to all, staff are supported to enable children to gain a firm understanding of and intrigue in music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

### Implementation

All children, from FS to Y6 will study a Termly themed unit to learn progressive skills and knowledge, ensuring children sing, listen, play, perform and evaluate music.

‘www.kapowprimary.com’ provides the framework for learning, supporting staff with the skills and knowledge needed to deliver the subject.

The elements of music are taught in the classroom lessons so that children are able to analyse musical extracts efficiently as well as use the associated musical terminology correctly. This musical knowledge and understanding is then be transferred and applied to their own compositions.

Children in years 3, 4 and 5 experience additional music teaching for a period during the year; djembe drumming and ukulele. This builds upon learning in KS1 and equips the children with a sound knowledge of structure, rhythm and pitch by the time they reach upper KS2.

**Impact**

Whilst at GCPS, children have access to a varied musical curriculum, building their skills as an 'appreciator' as well as a 'performer'.

- Children understand the relevance of what they are learning within music and to enjoy their musical experiences within school.
- To evidence children's work throughout the school and ensure they experience performances from others as well as performing themselves.
- To continue to check music data and curriculum coverage to best support children's learning and progression as well as staff knowledge.
- To conduct pupil voice to ensure that their voice is heard in regards to the school's music curriculum.

**Core Role 1**

Ensure that every child aged five to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.

**Core Role 2**

Provide opportunities to play in ensembles and to perform from an early stage.

**Core Role 3**

Ensure that clear progression routes are available and affordable to all young people.

**Core Role 4**

Develop a singing strategy to ensure that every pupil is singing regularly and that choirs and other vocal ensembles are available in the area

**AIMS**

The following are the schools aims:

- 1) To enable pupils to be familiar with a body of musical knowledge, principles and vocabulary, to develop musical skills and become confident performers.
- 2) To enhance and extend pupils responses to music through listening, performing and composing.
- 3) Enable pupils to see that music has expressive and cultural value for individuals as well as value on a local or national level, and broaden their attitudes towards it.
- 4) Employ teaching methods and resources that allow ALL pupils (irrespective of gender, ethnicity and academic ability) to have access to music and to experience success and enjoyment in their work.
- 5) To encourage music with cross curricular links.
- 6) To provide the children with ICT opportunities in music.

- 7) Allow pupils to develop informed opinions and to be able to support them by reasonable argument.
- 8) To ensure that the school is reaching to achieve all 4 core roles of the sound hub.

**The aims of the National Curriculum (2014) are also set out as follows:**

The national curriculum for music aims to ensure that all pupils:

- 1) 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
- 2) 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
- 3) 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.

**Subject content**

**Due to COVID19, the music teaching and learning has been dramatically affected. As such, children at Great Chart Primary School are not achieving at the expected level at this moment in time.**

**Key stage 1**

Pupils should be taught to:

- 1) use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 2) play tuned and untuned instruments musically
- 3) listen with concentration and understanding to a range of high-quality live and recorded music
- 4) 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.

- 1) 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:**

- 2) play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 3) improvise and compose music for a range of purposes using the inter-related dimensions of music
- 4) listen with attention to detail and recall sounds with increasing aural memory
- 5) use and understand staff and other musical notations
- 6) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 7) develop an understanding of the history of music.

**Planning**

The school's music aims are put into practice by provision of a variety of experiences and activities during a course of study e.g composing and performing individually or with others, writing, communicating musical ideas to others by means such as speaking and writing, discussions, listening and appraising, and using ICT. Planning also needs to make sure that is reaching the 4 core sound hub roles as well as the standards of the new national Curriculum (2014)

### **Long term planning**

The National Curriculum (2014) Key stages 1 and 2 is used as the core for the music planning and provides teacher with the necessary objectives.

### **Medium term planning**

The school refers to the scheme 'music express' for lessons plans and ideas. This has been updated enabling it to correspond with the new National Curriculum (2014) However, teachers are encouraged to only use this scheme as a guideline and are able to refer to other resources and ideas in order to provide an enriched music learning environment.

### **Cross-curricular planning**

Music is a subject that is easily linked to other subjects in the curriculum. At Great Chart natural links with other curriculum areas are fully exploited (e.g. geography, music, art, history, DT, drama, numeracy and literacy).

## **RESOURCES**

All teachers have access to the music express scheme that includes CD and CD ROM

Every teacher has access to a CD player or laptop in order to play music.

Great Chart has a large music cupboard that includes 15 djembe drums, a class set of glockenspiels and a wide range of mutli-cultural and percussion instruments.

There are 30 (class set) of ocarinas that are shared between both year 2 classes.

These is a class set of 30 recorders that are shared between both year 6 classes.

The teachers have all been introduced to the government initiated singing programme called 'Sing up' and have received training on how to use the website [www.singup.org.uk](http://www.singup.org.uk) that provides teachers with an assortment of musical activities based around singing. The school has purchased the sing up membership for 2013 – 2014.

There is a range of flip cameras, cameras and microphones in order to provide evidence and for musical assessment, and self and peer assessment.

All year 3 and 5 children receive specialist djemebe drumming lessons for 45 minutes with a djemebe drum expert.

Year 4 children will receive Ukulele lessons ( provided by the Music Plus Programme).

There will be two days of Music from an outside company to deliver music related activities to KS1

## **ICT**

Every teacher has access to a CD player or laptop in order to play music.

Teachers are encouraged to use the website [www.singup.org.uk](http://www.singup.org.uk) to gain singing resources to be used in the classroom.

There is a range of flip cameras, cameras and microphones in order to provide evidence and for musical assessment, and self and peer assessment.

## **ASSESSMENT**

Much of the assessment is mainly based on observation. When a teacher evaluates performing and composing the emphasis is on quality. Observation is used to note pupil's understanding when listening and appraising, and self assessment and peer assessment can also be invaluable. Audio recordings and photographs provide an opportunity for assessment and written recording can sometimes be a guide. However, Foundation stage assess music according to the Development Matters statements. The ELG (Early Learning Goal) is what is expected at the end of the Foundation year. Music is covered under Expressive Arts and Design. Year 1 – 6 then have the 'music express' objectives and to write children's names as a best fit and provide a basic level for them at the end of the year so progression can be seen. Year end, teachers will assess and document pupil's musical ability based on all of the above.

## **INCLUSION**

Music is a subject that is accessible to all abilities and it is very important that every child is allowed access to this.

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. In music, it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed and all teachers at Great Chart endeavour to promote confidence and abilities of every child. Children are assisted with being taught through a wide range of teaching styles i.e kinaesthetic, visual and oral. Children are also encouraged to learn songs from other cultures to broaden their own understanding of the wide world and ensure that every child at the school feels included. In addition to this we have a wide range of musical instruments from other countries that all children have the opportunity to play and give them an insight into music from all around the world.

## **Health and Safety**

Large instruments should only be moved with a trolley and under supervision and no children should have access to the music cupboard without supervision.

Any instrument that is blown should only be used by one pupil and then cleaned with Milton in warm waster.

Teachers should ensure that electrical equipment is used adjacent to power points and the children should be warned to take care around the wires.

### **THE ROLE OF THE CO-ORDINATOR**

- To be responsible to the Head teacher for the co-ordination of all PMFL work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of music.
- To be responsible for ensuring that resources are easily accessible and effectively used.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To write and review long term plans throughout Key Stage 2
- To ensure that the school are reaching to achieve the 4 core roles of sound hub

### **POLICY REVIEW AND EVALUATION**

This policy needs to be reviewed in 2022