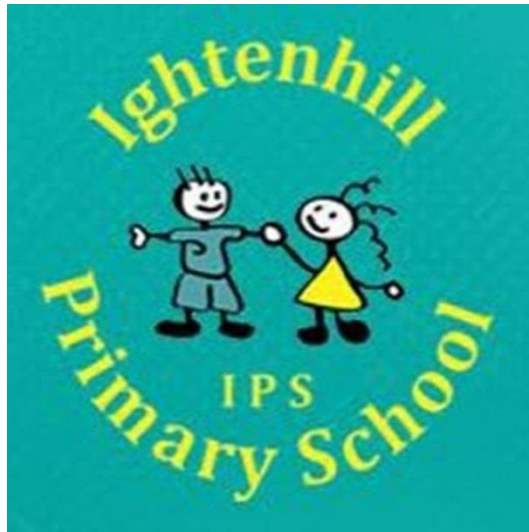


Ightenhill Primary School



"To be the best that we can be"

Music Policy

2024

Music

“To be the best that we can be”

Music supports the physical, emotional and aesthetic development of children. It enables them to appreciate areas of both their own and other cultures. It enhances their self-confidence and their ability to listen and concentrate. Also, by developing their understanding and appreciation of a wide range of different kinds of music, and by developing their own interests, children will increase their ability to make judgments about musical quality. Through the Charanga Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Intent

At Ightenhill Primary School all children will be entitled to experiences in Music which: -

- Enable pupils to acquire the knowledge, skills and understanding needed to make music. This includes participating in music making at a wider level e.g. in the community.
- Develop skills, attitudes and attributes that enhance life skills and that can also support learning in other subject areas e.g. listening, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards each other.

Children will have access to a continuity of teaching and learning which will enable them to be:

- Willing to use their imagination.
- Curious about other cultures.
- Confident in using materials, tools and equipment safely and effectively.
- Thoughtful about what they are doing.
- Interested in the work of others and the world of composers and musicians.
- Encouraged to make progress by a regular access to instrumental and song activities which are aimed at their particular stage of development.

Implementation of the Music Policy

1. Curriculum Overview

The national curriculum for music (with guidance from the Government's 'National Plan for Music') aims to ensure that all pupils:

KS2

- 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 interrelated 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

KS1

- 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 interrelated dimensions of music

EYFS

- ELG17 - Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- ELG16- Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Guidelines

- All children are given equal opportunities to follow the National Curriculum for Music and this is enhanced by cross-curricular activities and musical performances.
- Work is planned to ensure progression of content and skills across both Key Stages and EYFS are appropriate to the children's ages and abilities. Teaching may be small group or whole class through the charanga scheme of work.
- At all key stages, in all activities, the music teaching should develop each of the inter-related skills of performing, composing, listening and appraising.
- Skills should be extended by applying listening skills, knowledge and understanding of music to a wide range of musical activities.
- Recognition and acceptance that individuals are likely to respond in different ways and that although this needs to be encouraged an awareness of others in the group needs to be formed.
- All children are made aware of Health and Safety issues when undertaking work in Music.

2. Basic skills

- Children are given ample opportunities within Key stages and the EYFS to develop the skills necessary to enhance their Music. They are taught the basics of using their voices, bodies and instruments. They are taught the language of Music so they can interpret a composition. e.g- When listening to this piece of music what do you see? Why do you see that? Volume, pitch, tempo.
- Children are taught to evaluate their own work and discuss through their work what they think they have done well and how they could improve.
- Children are encouraged to work as part of a group, listening to each other and sharing creativity.
- Children are challenged to use their aural memory to imitate small parts of music.

3. Resources

- Music is taught through the extensive resources provided by the charanga scheme.
- We have a wide range of untuned instruments and some tuned instruments including recorders and glockenspiels.
- Resources within the school are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible.

4. Teaching and Learning Styles

• To continually strive for the highest quality teaching and learning, expectations are that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught, in order. Pupils should be given opportunities to experience different approaches to music including those that involve working in small groups and as a whole class. In order to develop audible perception, children should be taught the creative, imaginative and practical skills to:

- Express ideas and feelings.
- Record responses, including observations of different genres of music.
- Create pieces of music.

Cross-curricular opportunities can be sought out through songs, such as number songs and rhymes. Celebration is performed through song, weekly, as a whole school.

Our Values

As a school, we have adopted seven values that guide our thinking and behaviour. These are: ambition, respect, responsibility, kindness, cooperation, honesty and resilience. Music lessons encompass these values and give an opportunity for all children to be able to show progression in each value.

- Children show respect to all equipment
- Children work cooperatively together in performances
- Children take responsibility over their performances
- Children give honest opinions over different genres and are able to appraise the music appropriately.
- Children show resilience over memorising trickier pieces of music
- Children are ambitious when innovating a piece of music
- Children show kindness towards peers during performances.

5. Inclusion and Differentiation: (also see SEND policy)

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in music considers the targets set for individual children in their Support plans (IEPs).

Monitoring and Evidence

The Music leader will collect in samples of evidence termly/ half yearly. Videos are a suitable form of evidence in Music lessons and will be uploaded onto Charanga. Graphic scores, written response and compositions are also suitable forms of evidence. One piece of evidence should be available for each topic taught. Records of performances will also be taken into account. The Music Leader will work with teachers less confident when necessary. Our curriculum and music provision is externally monitored regularly as part of the Lancashire Music Service.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Lancashire Music Service. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar and flute and piano. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.