



# Ancaster

Church of England Primary School

## *Music Policy*

### ***Vision Statement***

*In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.*

# ***Be the Best You Can Be!***

***Wisdom    Courage    Respect***

## **How does our Christian Vision impact upon computing at Ancaster?**

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of computing at Ancaster.

**Inclusivity**-In every lesson, when appropriate differentiate learning to cater for the needs of each individual. Every child has equal opportunities that are both and challenges, that develop key skills, knowledge and vocabulary linked with each concept by ensuring they understand what they need to do and what the next steps in learning, tailored to ensure individual needs are met.

**Exploration**-Through innovative and creative lessons, all individuals will be able to have a better understanding of music. Music allows for an exploration of wider opportunities that can be catered for through music lessons in school and outside of the classroom.

**Empowerment**-Across the school, music enhances opportunities to create equal opportunities, which connects people, draws them closer to their very heart and soul, stimulates creativity, encourages self-knowledge, and promotes learning in a fun and enjoyable way. Through effective teaching and learning outcomes, we can empower children to be the best they can be.

**Values Led**-Within music and across wider school subjects, a host of values will guide and shape their work, which are in line with the school values of courage, wisdom and respect. Promoting these values will enable effective teaching and learning opportunities to develop the education of our children.

### **Introduction**

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 talents 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 the best in the musical canon. (National Curriculum Purpose of Study)

### **Statement of Intent**

Music teaching at Ancaster Church of England Primary School follows the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge, and skills. Through the Charanga programme, the children will develop their understanding, make musical judgements, apply their new learning and develop their aural memory. The principal focus of our Music curriculum is to provide all children with the foundations to become confident musicians through innovative, creative learning experiences. They should be able to have the opportunity to be part of a variety of musical experiences and individually nurture their talent. As a school, we should be equipping all children with the skills to develop their musical knowledge and allow all children to creatively express themselves further fostering a love of learning through this performing art. Additionally, we aim to allow all children with the opportunity to sing, play instruments, listen and appraise, improvise, compose and perform. Most of our music learning should also provide all children with a wide range of extra-curricular activities, which will allow them to be part of the wider community.

### **Legislation and Guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework (2021).

## **Roles and Responsibilities**

The subject leader is responsible for:

- monitoring lessons; conducting learning walks to observe the coverage of music; discussions with pupils across the school; keeping up to date with new initiatives that would support the development of music and sharing with the wider teaching staff.

All staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Implementation**

There are 3 main resource areas: Units of Work, themed Topic songs and activities and instrumental courses. The Units of Work are the main focal point for the music curriculum whilst the Topics and Courses provide a wealth of extension, enhancement and cross-curricular possibilities and experiences. The Units of

Work are divided into 6 steps, which is spread across the half terms, allowing flexibly for the teaching of music. We aim to teach music on a weekly basis, following the Charanga scheme. The activities and games in the scheme, cover the musical dimensions, (pulse, rhythm, pitch) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

Peripatetic music lessons are held in school for children wishing to learn and develop particular skills with a variety of instruments.

## **EYFS**

Expressive Arts and Design: ELG Being Imaginative and Expressive

Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- 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;
- 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 best practice and activity ideas.

EYFS access the Charanga Scheme of Work. This half-termly (6 step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs. Music will also be part of continuous provision. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities to the developmental events taking place in their changing lives.

## **KS1**

By the end of KS1 the pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; be able to play tuned and untuned instruments musically; to listen with concentration and understanding to a range of high-quality live and recorded music and to experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **KS2**

By the end of KS2 the 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. They should be able to play and perform in solo and ensemble contexts; using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; to improvise and compose music for a range of purposes using the inter-related dimensions of music; to listen with attention to detail and recall sounds with increasing aural memory; to use and understand staff and other musical notations; to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and to develop an understanding of the history of music.

### Organisation and Planning

#### Long Term Plans

Our curriculum is delivered through the Charanga Musical Scheme, which is carefully mapped in long term plans, to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage across each subject within the curriculum. New learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey both within our school and beyond. This scheme 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 national curriculum.

#### Subject Overviews and Yearly Plans

Our Subject Overviews are created from our Long-Term Plans by our Subject Leaders for each individual subject to show the key learning in that subject across the school, setting out how it builds on what has been taught previously. Our Yearly Plans set out the learning of each year group for the academic year for all subjects, including music. All curriculum documentation outlined above is available on our website.

### Quality First Teaching

All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year, in another subject in the current year or the previous time it was taught to them. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

Each unit is made up of 6 lessons, which all follow the same structure of: listen and appraise, musical activities which include, singing, playing instruments and composition and performing.

### Cross-curricular Links

Music has many natural links to other areas of the curriculum. These include:

- Literacy - the extension of vocabulary through discussion, the use of pulse/rhythm in poetry and as the stimulus to creative writing and drama.
- Maths - the sequencing, symmetry and structure of music and the use of patterns, counting and time.
- Science - how sounds are made, how they travel and how they are heard.
- ICT - recording sound, using electronic sound sources and music software.
- History - music commemorating events and traditions; music from different times.
- Geography - music from the UK and from other countries; instruments from around the world.
- RE - songs and music for religious festivals.
- PE - moving and dancing to rhythms and music.

- PSHE - emotional responses to different musical stimuli.
- Art - using Art and DT as visual stimuli and representing music through art forms.

Music also contributes to the key skills of listening, memorising, communication, language, co-ordination and sequencing. Music develops social skills and is important to the spiritual and cultural growth of pupils.

### Equipment and Resources

There is a class set of recorders and ocarinas in the Music trolley located at the back of the school hall. There are also additional recorders and a variety of tuned and untuned percussion instruments (including Boom Whackers) in the Music trolley located at the back of the school hall. The school has purchased a licence for Charanga Musical School, renewable annually, which provides a variety of useful music resources and is accessible to all staff.

### Equal Opportunities

#### Provision for SEND, Pupil Premium, High attainers

All children will have quality first teaching of a good standard. Music is a subject that is accessible to all abilities and backgrounds 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 disabilities of any kind, ranging from physical to social and 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. In music it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed, thereby promoting their confidence and ability.

### Health and Safety

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment to avoid injury to themselves or others. They will also be taught the correct way to hold and play their instrument. Instruments, which are blown, will be suitably disinfected. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards and audio equipment with teachers ensuring that electronic equipment is only used adjacent to main power points. Annual electrical tests will be undertaken in line with school policy. It is important that teachers monitor and control the use of amplifiers (speakers) and, in small rooms, large percussion instruments in order that hearing is not damaged.

## **Impact**

### Assessment and Reporting

Assessment is an ongoing process based on observation of the children working and discussion with them about their learning. The children are also encouraged to self- assess and peer- assess to develop further their knowledge and understanding. Audio recordings and photographs and the use of a QR can also provide additional evidence for assessment. Children will be assessed at the end of the academic year

In EYFS, each child’s level of development must be assessed against the Early Learning Goals at the end of the year. Judgements will indicate if children are meeting expected levels of development; or if they are not yet reaching expected levels (emerging).

Parents will be provided with a written report about their child’s attainment during the **summer** term every year which includes an assessment judgement against the curriculum which will inform them of whether their child is working towards, meeting or above age-related expectations.

### Monitor and Review

The policy will be reviewed on an annual basis by the Music lead in collaboration with the Headteacher. The subject leader will monitor teaching and learning in music ensuring that the content of the national curriculum is covered.

