



CHINLEY PRIMARY SCHOOL

MUSIC POLICY

INTRODUCTION

This policy reflects the values and philosophy in relation to the teaching and learning of music. It gives a framework within which all staff work and gives guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with the National Curriculum programme of study which gives details of what pupils in different age ranges should learn. (See Appendix 1).

AIMS

- To provide a music curriculum which is broad and balanced and designed realistically to ensure that pupils can master the content covered
- To assist every child to be able to experience music and make progress
- To encourage children to enjoy musical activities and to provide them with the skills and confidence to participate in musical activities with personal satisfaction
- To assist each child to develop a positive self-image and self-confidence
- To develop a sensitive response to sound and music
- To provide pupils with opportunities to perform, sing and play music for a range of audiences
- To provide the opportunity for whole class instrumental teaching
- To provide a curriculum which progressively develops musical skills, concepts and knowledge, and which, through iterative year on year learning of key concepts, gives a secure foundation for the addition of more advanced skills and knowledge
- To give pupils access to high quality teaching opportunities across a range of instruments and voice, through specialist music teachers
- To promote positive attitudes towards, and enthusiasm for, music work in school, making music enjoyable for pupils and teachers
- To develop social skills and awareness whilst making music together
- To encourage participation in music to develop wellbeing, promote listening and develop concentration

LEARNING OBJECTIVES

- Discuss and appraise musical activities through an experience of both the performance of live and recorded music
- Listen to and appraise music with an understanding of genres and musical history
- Learn and join in with a wide variety of songs and rhymes
- Explore rhythm and pitch and the inter-related elements of music, learning the technical vocabulary of these elements
- Explore and experiment with a variety of sounds and silence, including improvising within a range of musical genres through voice and instruments
- Compose music for a variety of purposes and audiences
- Perform music to a variety of audiences
- Write simple musical compositions using symbols to record these
- In a phased approach, learn the skill of reading stave notation
- Discover and explore links between music and other subjects

ASSESSMENT

Musical Progression Maps are attached to this document as Appendix B. As Charanga documents, they match the programme content and have the intention of identifying the knowledge pupils should learn so that teachers know exactly what to teach and assess within each year group. There is of course scope for



CHINLEY PRIMARY SCHOOL

MUSIC POLICY

teachers to follow topic interest, add their own expertise and allow time to consolidate any areas of the Curriculum. The Progression Maps offers a differentiated approach and teachers' professional judgement will inform what levels are accessed for that cohort to support or challenge individuals to optimise their learning. As teachers report back what their class has accessed, so the Subject Lead will be able to check overall coverage of skills and knowledge across the whole school.

CURRICULUM AND SCHOOL ORGANISATION

Our aspirations at Chinley Primary School are high and in order to achieve the aims and learning objectives above, we are taking on board recent national research including, *'The power of music to change lives: A National Plan for Music Education'*, working with our Music Hub to develop these aims.

The *Model Music Curriculum* is being phased in for KS1 and KS2, beginning in 2023-24 with Year 1. This cohort will then continue their learning with stave notation into Year 2, followed by the new Year 1 of 2024-25 who will then begin their journey. By phasing in the Model Music Curriculum, the potential will eventually be offered for all children to read music by the time they leave the school and appreciate the impact that music can have on their lives.

Using the *Charanga* music programme (or Wider Opps in Y4), music is taught as a discrete lesson, but some teaching will be cross-curricular (through topic work, dance, IT and digital content, music for wellbeing in PSHE, the vocabulary of music in different languages etc). The *Charanga* resource bank also allows for great depth and breadth of exposure to different genres and historical progression in music and is there to be accessed to supplement any lesson.

Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used. Use of instruments is an integral part of the lesson structure and a full-class set of glockenspiels is available for this purpose. In addition to this, a wide selection of instruments is available to supplement practice and performance.

The current organisation for music is as follows:

Every year group will:

- **Sing**
 - Play **tuned** and **untuned instruments**
 - **Listen** to recorded and live music
 - **Compose** and **improvise**
 - Learn about **music history**
 - Learn and use **notation** (phased)
 - Develop a termly **performance**
-
- The Charanga programme of study will be followed in Rec, Y1, Y2, Y3, Y5 and Y6.
 - Skill development in Year 4 is through class instrumental tuition under the Wider Opps scheme. Every pupil is lent an instrument to practice at home, culminating in playing in massed bands at the Bridgewater Hall.
 - Year 5 pupils can continue to learn instruments under the Further Opps scheme, at a subsidised rate.



CHINLEY PRIMARY SCHOOL

MUSIC POLICY

- Singing is an integral part of Charanga. Singing practice is also taken by a peripatetic musician (Ed Simpson) and teachers on a weekly basis in Key Stage 1 for their Nativity performance and Key Stage 2 for singing festivals or school productions.
- There is an opportunity for pupils to sing with the mixed-year school choir, run by Mrs Taylor and Ed Simpson, which again, often results in participation in singing festivals or school productions.
- Peripatetic music tuition is available in recorder, flute, oboe, clarinet, guitar and piano to individuals and small groups at a cost. This operates from the All-Stars Music Practice Room.
- Clare Taylor and Year 6 pupils lead the end of year production which usually features a musical of a high standard.
- Year 6 pupils are encouraged to access the YuStudio elements of Charanga to progress interests in digital music creation.
- External musicians and singers are welcomed in school, enabling pupils to experience the visceral experience of live music. This is extended for KS2 with a live opera performance.
- Other musical opportunities arise in individual topics, involving practical playing and listening to music.
- Different styles of music are often played as children enter and leave assemblies to help develop listening skills and further extend their experience of a variety of music. Relaxing music may also be played in classrooms to enhance Mindfulness.

EQUAL OPPORTUNITIES

All pupils are encouraged to take part in musical activities regardless of gender, academic ability or disability.

EVALUATION

The Music Policy will be reviewed every 2-4 years.

Reviewed by Susan Deaville in October 2023

Approved by Governing Body: Minute number: FGB061223/11b

Date: 06.12.2023



CHINLEY PRIMARY SCHOOL

MUSIC POLICY

APPENDIX 1

National Curriculum Music programmes of study: key stages 1 and 2

Purpose of study

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.

Aims

The national curriculum for music 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should 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 should 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.