

Rationale

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.

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.

At Royles Brook Primary School we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' 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 new National Curriculum and is absolutely in line with published OFSTED guidance. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. Teaching and learning policy and framework Music lessons across the school are delivered by a teacher in Foundation Stage and HLTAs from Years 1 to 6. The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children also have the opportunity to use/listen to a wide range of instruments, including through ICT and computing.

Children are given the opportunity to learn to play the keyboard on an individual basis in lessons delivered by a peripatetic teacher and paid for by parents. Children also have the opportunity to sing in the school choir and perform to the local community.

Cross Curricular Links

The teaching of Music enhances other curriculum areas. It is the class teachers' responsibility to bridge other areas of the curriculum to Music, broadening the pupil's experiences.

Extra-Curricular Music

The school provides the opportunity for children to take part in extra-curricular music through the School Choir.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.

EYFS

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

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.

Equal Opportunities.

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

Performance opportunities

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include class assemblies, Christmas performances, Christmas Carol Concerts at local churches and rest homes, Young Voices, A Celebration of Music and other opportunities when they present themselves.

Resources

The school has a number of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, two pianos, a class set of recorders, as well as computers and ipads. Teachers use range of sources to broaden the children's experiences.

Responsibility

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school improvement plan linked to music

- Monitoring the delivery of the published scheme of work and advising on action needed
- Identifying appropriate staff training
- Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations
- Maintaining a file of evidence, recording a range of music activities throughout the school
- Planning, providing and maintaining resources.

H Horsley

Music co-ordinator March 2019