

HIGH ERCALL PRIMARY SCHOOL CURRICULUM POLICY GUIDANCE FOR MUSIC

INTRODUCTION AND SUBJECT DEFINITION

Music offers children a unique way of communicating that can inspire and motivate them. It is a vehicle for personal expression and can play an important part in their personal development as people. Music reflects the culture and society that we live in and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, it also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.

Purpose of study

At High Ercall, we make music an enjoyable and fun learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We strive to make music teaching as meaningful as possible, linking it to current themes where appropriate, interests and personal experiences.

Listening carefully lies at the heart of good music teaching. We encourage children to listen and to appreciate different forms of music. As children get older, we give them opportunities to maintain their concentration for longer and to listen to more extended pieces of music. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. Teaching usually takes place in the classrooms, but sometimes in the school hall.

Aims

At High Ercall Primary, music is incorporated into our teaching, in order to:

- encourage children's capacity to express themselves through music and to realise their creative potential.
- offer children opportunities to involve themselves in situations which can be musically stimulating, as well as personally rewarding.
- extend and develop children's awareness of the importance and influence of music
- to develop an understanding of the history of music
- encourage children towards an understanding of musical progression through performing, composing, listening and appraising.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- take part in musical activities, perform, review and revisit them through the Key Stages

Skills

At EYFS and Key Stage 1:

- To sing a range of songs, chants and rhymes, call and response songs to control vocal pitch and to match the pitch they hear.
- To listen and develop children's shared knowledge and understanding of stories, origins, traditions and social context of the music
- To compose and improvise simple vocal chants using question and answer phrases, invent, retain and recall rhythm patterns and perform these to an audience, to recognise, explore and invent own symbols to represent graphic notation.

At Key Stage 2:

- To sing a widening range of unison songs of varying styles and structures, pitching the voice accurately, following directions for getting louder and quieter, developing rounds into three and four-part rounds, observing rhythm phrasing accurate pitching and appropriate style.
- To listen and develop children's shared knowledge and understanding of stories, origins, traditions and social context of the music; listen with attention to detail and recall sounds with increasing aural memory
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- 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
- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Curriculum organisation

Although music is usually taught as a separate subject, we endeavour to make cross-curricular links, where possible, in our medium-term planning.

Music:

- is taught in set music lessons for teaching of skills and knowledge
- also takes place in specialist workshops, either class based or inter-school, to offer opportunities for composing/recording/performing/evaluating
- can support other areas of the curriculum eg. responses to music through creative and performing arts
- takes place through concerts, celebration assemblies and class performances, in order to offer children opportunities to perform for a purpose and to an audience
- offers opportunities for listening to and appreciating music - eg. Minute of Listening

The musical elements of pitch, duration, timbre, dynamics and structure are progressively introduced. Children initially learn to play by ear, before being introduced to formal musical notation. They are encouraged to devise and recognise appropriate signs and symbols to aid composition and arrangements.

Expectations

Our school uses the Charanga Music Scheme of work for music as the basis for its curriculum planning. In this scheme, the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The children regularly participate in whole school singing. The involvement of WCET in Class 3 (Whole Class Ensemble Teaching), gives the children an opportunity to learn three different instruments in blocks of ten lessons, throughout the year. Peripatetic music teachers also offer opportunities for children to learn instruments. Parents can apply for their child to have instrumental lessons and instruments are loaned free of charge. Taster sessions are held yearly to raise the profile and increase applications for instrumental teaching.

RESOURCES

Each teacher has access to the Charanga programmes of study online. Specific year group resources are kept in teachers' classes. All other general resources are kept in a central store in the library. The local authority support and offer CPD through the Music Hub and Charanga also offers CPD sessions.

HEALTH AND SAFETY

When planning trips all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should

refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

EQUAL OPPORTUNITIES AND INCLUSION

It is the aim of the school to ensure that opportunities and facilities are available to everyone who studies music.

- We will ensure that the educational needs of all pupils are properly assessed.
- We will identify those barriers (physical, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and seek to remove them, making reasonable adjustment through our best endeavours to promote inclusion.
- We will seek to provide a supportive and welcoming atmosphere.
- We will employ a range of teaching styles to ensure no pupil is excluded from learning and to enable pupils to achieve success.
- We will challenge inappropriate attitudes and practices directly. This might involve quiet conversations with individuals, speaking with groups of children, broader messages through Meeting for Worship
- We will model positive behaviours to demonstrate our commitment to equality of opportunity.

GIFTED AND TALENTED PUPILS

Charanga Music Scheme enables children to extend their skills by using the printed notated parts, which are available to use and for those who already read music. The trickier melody line is designed for the children who are more advanced on an instrument eg guitar or violin, encouraging them to take a lead and share their expertise. Those children that show a particular ability for music are directed towards peripatetic lessons and group opportunities in the local area.

COMMUNITY LINKS

Music at High Ercall contributes to the local community by promoting the links between the school and other community groups. It is used to enrich the cross curricular links, by performing to, and involving local people with specific memories of the past.

It contributes to the wider community by understanding how past events have shaped British Values such as cultural influences, different faiths and beliefs.

ASSESSMENT, RECORDING AND REPORTING

We assess children's work in music by making informal judgements as we observe them during lessons. Children are encouraged to record and assess their own and other's work/performances to enhance their understanding. An assessment is recorded in the pupils' end of year report.

REVIEW AND MONITORING

The Music subject leader will undertake monitoring, feedback and review.

PROFESSIONAL DEVELOPMENT

Any courses or CPD, which the subject leader attends, will be disseminated to staff by the subject leader, if appropriate. Where appropriate, courses are referred to relevant members of staff.

POLICY REVIEW

The policy will be reviewed by the subject leader in the summer term, 2023.