

# Harewood Primary School

## Music Policy

**2019 - 2020**

# Music Policy

## National Curriculum

This policy should be read in conjunction with the National Curriculum Programme of Study for music that was revised at the end of 2014.

## 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. National Curriculum Music (2014)

## 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.

## 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 un-tuned 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.

## What is the Intent of the Subject at Harewood Primary School?

As a school we place great emphasis on the teaching of singing as we believe it has an impact on children on many levels. Singing requires children to perform, listen and appraise and it introduces them to a wide range of genres of music as well as increasing their self-confidence.

Children arrive at Harewood with low levels of oracy so are given a weekly singing session from Reception to help raise these levels. Learning lyrics, committing them to memory and being exposed to sophisticated vocabulary widens our children's limited choice of words. As they move through school, children become more aware of lyrics and messages which deepens their emotional literacy. We particularly notice this in the way that boys engage in

singing and the emotional impact that they feel/convey when performing. A weekly microphone club for key stage 2 boys promotes sensitive, mature singing and provides excellent role models for younger boys in school. Our children typically lack confidence so singing in groups or on the microphone develops presentational skills and self belief when performing in front of their peers, teachers, family members and the wider community. Being part of a selected, high quality choir who gain recognition when singing in public and in competitions gives our children the opportunity to excel and gain praise for their talents which may go unnoticed. Access to hobbies and clubs out of school is limited for some of our children so a weekly, fun singing club for all in key stage 2 allows them to pursue something that they enjoy after school.

As a school we encourage everyone to take pride in the sounds that they make and the 'feel good' endorphins generated when singing communally are tangible. Given the challenging backgrounds of some of our children this provides a release and a fully immersive experience which generates positive mental health and well-being.

## How is the Subject Organised and Implemented within School?

### Subject Time Allocation

All children have 30- 45 minutes of music lessons per week as well as a weekly session.

### Music curriculum

Teachers use Music Express and Charanga music schemes within their year groups to meet the needs of the children at Harewood Primary School. In addition to this we invest in Tees Valley music who provide children with the opportunity to learn to play an instrument.

### Long Term Plans

Lesson are sequenced so that children have the opportunity to progress their musical knowledge and skills.

Year	Autumn Term	Spring Term	Summer Term
Nursery	Voice sounds/games Music Express – Special People/  Tapping beat Music express – AI in a day, sound wall, cake makers, working toys, winter	Tapping beat/listening to music Music express – Going places, Mousie Brown, Magic dove/  Listening to music. Music Express – moving patterns	Focus on rhythms Music Express – working world/  Creating own rhythms Music express – our senses, seaside etc
Reception	Music Express – Special People - Hello  Music Express – Special People - My turn your turn.	Music Express – Special People – Hands, feet and faces  Tees Valley Music-Me	Tees Valley Music-Me  Tees Valley Music-Me
Y1	Music focus: Pitch - Link: Science  Music Focus: Beat - Link: PSHE	<b>Indian music</b> (tempo and percussion)  Handel Music for the Royal <b>Fireworks</b>	<b>TRAVEL</b> Music Focus: Performance - Link: English/ Geography  <b>Jazz I'm the King of the swingers</b> - Link: RE
Y2	Music Express – The Long and Short of it  Music Express – Feel the Pulse	Music Express – Taking Off  Music Express – Rain, rain, go away	Music Express – Sounds Interesting
Y3	Listening and responding- Tees valley music	Tees Valley Music Ocarinas	Tees Valley Music Ocarinas
Y4	Learning to play the recorder/ glockenspiel	Learning to play the recorder/ glockenspiel	Learning to play the recorder/ glockenspiel
Y5	Exploring space	Recorders  Exploring melody and lyrics	Recorder/Exploring melody and lyrics  Exploring musical processes
Y6	Charanga – Mars bringer of war  Charanga – Hall of the mountain king/christmas	Charanga – short ride in a fast machine  Charanga - Beethoven: Symphony No. 5  Charnaga - 'StormInterlude from 'Peter Grimes'	Charnaga – recorders  Charnaga - 'StormInterlude from 'Peter Grimes'  Charanga - The Firebird suite

### Planning

A unit of work is taught over a half term and is reviewed and if necessary revised to address the particular needs of the children within that group.

### Pupil Grouping

Music is taught in mixed ability groups within the class.

### Teaching & Learning Styles

Teachers plan a diverse range of activities including listening, performing, composing and appraising through which to teach musical skills and knowledge. These activities should reflect the different learning styles of children and encourage enthusiasm and interest in the world around them.

## **Cross- Curricular Links**

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Art, Geography, History, English, R.E. and ICT are all links with other subjects that can enlighten and enhance the learning in music. Cross-curricular links are identified in the points to note section of the units of work.

## **ICT**

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning. Charanga is an ICT programme that is used to teach music across the school.

## **Cross Phase Links**

Foundation stage, key stage 1 and key stage 2 staff work closely to ensure there is continuity and progression.

## **Community Cohesion**

Children are encouraged to sing in whole school assemblies, allowing for the opportunity to celebrate their achievements with peers and staff. Parents, carers and members of the community are regularly invited into school throughout the year to listen and watch their children perform with peers and as soloists and in doing so, promote positive community links. The school employs two specialist music teachers who run a school choir. The choir perform locally. A class teacher took small groups of children to a local old people's home to sing.

## **Specialist Teaching**

Where there is a teacher with a music specialism within a year group they will lead the planning and support colleagues with advice and in some cases teach the subject across the year group. Tees Valley Music Service provides instrumental tuition for children as well as providing some direct teaching and classroom support. Two specialist teachers are employed by the school 1.5 days per week. They work with each year group individually to deliver children's singing and performing skills. Children are selected from this to perform in whole school assemblies and rehearse and perform with a choir. They also run an after school singing club open to any key stage 2 child.

## **Role of the teacher**

- To teach and model skills and develop musical language
- To revisit skills to increase quality of performance and musical understanding
- To develop children's knowledge and understanding of music
- To monitor, collect evidence, evaluate and provide assessment for each of the units of work

## **Teaching Assistants**

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Auxiliaries develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

Higher level teaching assistants can plan, prepare, deliver and assess specified work under the supervision of a qualified teacher.

## **Presentation and Recording of Work**

In music, children's work can take various forms. It will usually be a performance or discussion although written work will take place. Children can work individually, as a group or class. There are opportunities for children to record their performances for evaluation.

## **Assessment and Record Keeping**

Formative assessment is ongoing. Marking of written work is part of the assessment process and identifies attainment and progress that is shared with the children.

All work is marked developmentally and levelled against Foundation Stage Early Learning goals or National Curriculum levels. Attainment is shared with children and used to plan their future learning.

Practical music making and performances are recorded using the an Ipad and downloaded onto files within the school network.

## **SEN**

All children take part in mainstream lessons for music. Children with Special Educational Needs may be given access to the learning outcomes by additional support from a teaching assistant, planned differentiated activities and specific resources where appropriate. The SENCO is available to support staff with advice concerning any aspect of special needs.

To overcome any potential barriers to learning in music, some pupils may require:-

- Help in managing the written communication aspects of music, such as the use of symbols, by using larger print and colour codes, multi-sensory reinforcement and a greater emphasis on aural memory skills.
- Encouragement to use their voices expressively and to use different forms of communication, such as gesture to compensate for difficulties when singing and speaking, when responding to music.
- Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all
- Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills
- Pupils who are unable to use their voices to communicate may be unable to complete the requirements of the programmes of study or attainment target relating to singing. In these circumstances teachers should provide opportunities for pupils to develop strength in depth in other aspects of the programmes of study. When a judgement of attainment is required, assessment of progress should discount those aspects that relate to singing.

### **Gifted and Talented**

Children identified as Gifted and Talented in music will be catered for in a variety of ways:

- enrichment and extension activities that broaden a child's knowledge or a particular skill
- an individual task within a common activity that reflects a greater depth of understanding and a higher level of outcome
- Individual music tuition on a particular instrument, educational visits, musicians performing and working with children in school, specialist resources, time limitations or extensions for particular tasks.
- Opportunities to take part in performances in the wider community.

(see Gifted and Talented policy)

### **Equal Opportunities**

The music curriculum is accessible to all children irrespective of age, ability, gender and cultural background.

Through performance, composition and listening opportunities, children are encouraged to respect and value the diversity of other cultures and lifestyles.

### **Health & Safety**

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

### **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

### **Parental Involvement**

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within music so that they can make the most of any opportunities to apply the musical concepts learnt at school within the local environment.

Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

### **Role of the Governing Body**

The Curriculum Working Party has the role of approving all curriculum policies.

Date the policy was reviewed: 12/09/19

Next review date: