



## **Milton Ernest C of E Primary School**

### **Music Policy**

#### **Curriculum Intent**

At Milton Ernest C of E Primary School we strive to cultivate a real enjoyment, lifelong love and appreciation of music. We aim to provide a high quality music education which enables children to develop a lifelong love and appreciation of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to engage children and inspire pupils to nurture their talents as musicians. We believe that every child should have the opportunity to develop their musical potential and we aim to foster and encourage musical development across the school. We value and recognise that music is a unique form of communication and is an integral part of our culture.

Aims of our music curriculum:

- To enjoy listening to a wide range of music from different times and cultures
- To enjoy making music based on different times and cultures
- To perform and sing with confidence and enjoyment
- To develop composition and appraising skills
- To develop music vocabulary and the children apply it correctly
- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imaginations and creativity
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise

#### **Implementation**

We will provide music lessons taught weekly as a discreet subject from KS1 onwards and through expressive arts and design in foundation stage. Links to other curriculum areas will be made where possible. At Milton Ernest we have reviewed our curriculum map to ensure it is well sequenced and progressive. The scheme of work is clear and comprehensive which is in line with the National Curriculum. The musical skills are progressive where teaching and learning build on prior experiences and show progression across all key stages. The key concepts in music we plan progression for are as follows:

- Performing
- Composing
- Appraising

We have Music skills tracking and knowledge assessments that clearly show progression through the school. We also complete end of unit assessments to track pupil progress and inform the subject leader of music within the school. We have a well-equipped and resourced music curriculum to fully implement the schemes of work in all key stages.

Through our scheme Charanga Musical School, pupils have the opportunity to sing, listen to, compose, perform and evaluate music across a range of historical periods, genres, styles and traditions. All of

these areas contribute to the steadily increasing development of musicianship. They learn to sing and to use their voices, to create and compose music on their own and with others and join the school choir.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to make thoughtful comments about it, and understand how it is made, played and appreciated. In the classroom children learn how to play an instrument, for example percussion, keyboards, recorders and J-Sax/ukulele. In both lower and upper KS2, this is done by the class teacher and also via 'Music for Bedford Borough' where the children will experience a term of whole class instrumental tuition. In doing so, the children understand the different principles of each method of creating notes, as well as how to read basic music notation. Children with a particular interest or aptitude in music can be given the opportunity to be taught by real musicians, as peripatetic teachers will come into school and teach individual instruments to those children who wish to learn them. They will also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

### Early Years Foundation Stage

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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During the EYFS pupils explore and Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Through a combination of child initiated and adult directed activities. The children have access to instruments appropriate to their age both in their inside and outside classroom. Music by its very nature will develop skills and competencies in other areas of learning.

During key stage one, the children enjoy singing a variety of songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments, add accompaniments and create short compositions, with increasing confidence, imagination and control. They also listen carefully and respond physically to a wider range of music. They can explore how sounds and silence can create different moods and effects.

During key stage two, the children build on the skills acquired in KS1 so that, by the end of year 6, they sing and play instruments with increasing control, self-confidence, skill, expression and awareness of their own contribution to a group or glass performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing independence and creativity. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

#### Performing skills

At our school children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others.

#### Composing skills

At our school children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways. They will learn to notate their ideas in graphic notation as they progress though key stage two.

#### Appraising skills

At our school children will be able to listen with concentration and recall sounds with increasing aural memory. They will develop a growing an awareness of the musical elements and will learn that time and place can influence the way music is created, performed and heard.

This is embedded in the classroom activities as well as all the children taking part in weekly whole-school singing assemblies which follows a yearly programme of school songs and hymns, which is led by the music leader. This contributes to our Harvest, Christmas and Easter celebrations. Our Christmas performances, village Summer Fate and whole school yearly 'Music Matters' concert provide an opportunity for the children to share their work in music with the rest of the school, parents, governors and other friends of the school.

The children also experience 'Music Madness' music days to foster a love and curiosity of music and further develop children's knowledge skills and curiosity. We also have visitors to enrich the music curriculum, learning and provide the opportunity for children to hear musical instruments being played live.

Every month, the whole school focuses on a 'Musician of the month'. This exposes every child to a range of musicians across history and deepens their repertoire of all the genres. This develops a love and appreciation of music. The music leader introduces the musician every month during the weekly whole school singing assemblies. The children listen and appreciate music by the chosen musician whilst entering and leaving assemblies throughout the week.

Time is provided for the subject leader to monitor planning and teaching and learning which is fed back as part of professional development. The music coordinator often attends music network meetings and Charanga training, and in turn CPD is provided for the teachers to develop confidence, skills and knowledge.

### **Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The scheme of work and long term plan enable pupils to revisit, reinforce and then progress their learning. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, creativity, interaction with and awareness of others, and self-reflection. Children will participate in wider musical activities and will gain wider audience performance experience. This will provide opportunities to improve well-being, confidence and work collaboratively with others to compose, perform and improvise. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Children are able to talk enthusiastically and enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music, comprehend its parts and understand and use varied musical language. They can sing and feel a pulse. The majority of children will achieve age related expectations in music at the end of their cohort year and they will retain knowledge that is pertinent to music. Children will also have the opportunity to foster their instrumental flare, develop a love of playing an instrument and use this as a form of expression. Through the learning of a musical instrument, the knowledge of traditional musical notation will be acquired.

There is a clear progression of subject knowledge and musical skills which is shown in teacher planning, assessment and pupil's work. Children reinforce, develop and progress their musical skills at all stages and across the areas of singing, listening, composing and performing/Instrumental Performance. Pupil's knowledge and skills are reinforced and deepened through visitors, concerts and Music Days. The music leader is aware of the music teaching and learning within the school.

### **Teaching and Learning**

The National Curriculum 2014 form the basis of teaching programmes with the additional support of published music activity resources. Music is taught in the main as a discrete subject by the class teacher, with opportunities for further incorporation into other areas of the curriculum as well as daily assemblies. There are many opportunities within other subjects to develop musical skills.

- Science curriculum (topics on sound and listening)
- PE curriculum (dancing/ gymnastics/warm ups)
- English curriculum (where it can act as a stimulus)
- RE (listening to sacred music)
- Art (as a stimulus for creative work)
- History (listening to music from a particular time being studied)
- ICT (making sound and mixing with computers)
- Maths curriculum (singing times table songs)

The children receive an hour of music learning each week, with additional time throughout the year for participation in visiting workshops and musical demonstrations. Some children are able to take advantage of specialist instrumental tuition. We have reviewed our curriculum map to ensure it is well sequences and progressive. Seesaw is used as a resource for recording parts of the unit of work and the different stages within it.

## **Equal Opportunities**

All children, regardless of age, gender, race, creed or ability will have access to a wide range of musical activities, with adaptations being made where necessary to resources and activities to fulfil individual requirements.

## **Management, Support and Resources**

Links and liaisons are established with the Secondary school enabling children to participate in joint musical events such as the Fiddle Fiesta and the Wider Opportunities programme. Resources are organised, updated and renewed as part of our regular review of all curriculum resources. There are a number of tuned and untuned instruments that can be easily moved around and Foundation stage have a selection of instruments themselves. There are also a number of keyboards. Other resources include access to instrumental tuition, live concerts and workshops.

## **Assessment, Recording and Reporting**

On-going informal assessment takes place in each lesson. Assessment records are updated at the end of each unit of work using the school's skill's progression tracking sheets. These are then passed to the subject leader, which shows the data and any gaps in learning that need to be covered.

The children's prior learning is assessed at the beginning of each topic and is used to support teaching and learning throughout the scheme.

At the end of each school-year, a teacher assessment judgement for each child is made using the National Curriculum framework and these assessments are reported to parents. This judgement is made based on Musical knowledge and skills.