

Manor Hall Academy



MUSIC POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

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MUSIC POLICY

Curriculum Statement

Intent

Music is a universal language that embodies one of the highest forms of creativity. 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. (The National Curriculum)

Music teaching at Cicely Haughton Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills.

At Cicely we believe that music plays an integral role in helping children to feel part of the school community, therefore we try to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, children showcase their talent and their understanding of performing with awareness of others.

Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The aims of our Music curriculum are to develop pupils who:

Enjoy and have an appreciation for music.

Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.

Can sing and use their voices to create different effects.

Create and compose music, both on their own and with others.

Use a range of musical language.

Make judgements and express personal preferences about the quality and style of music.

Take part in performances with an awareness of audience.

Implementation

Weekly music lessons

Music teaching at Cicely Haughton delivers the requirements of the National Curriculum through use of the Charanga scheme of work.

Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas.

Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

Listen and Appraise

Musical Activities (including pulse and rhythm)

Singing and Voice

Playing instruments

Improvisation / Composition

Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Within the setting, music is an integral part of children's learning journey. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and the potential is there to demonstrate how music can be used to express feelings.

Our music Curriculum through the Charanga scheme is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:
Pupil discussions and interviewing the pupils about their learning (pupil voice).

Annual reporting and tracking of standards across the curriculum.

Photo and video evidence of the pupils practical learning.

Use of the assessment tools provided within the Charanga scheme.

Resources

The following resources are available to aid the teaching of music at Cicely Haughton School;

- Charanga music scheme - all teachers have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments - glockenspiels and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;

The Role of the Headteacher

The Headteacher is responsible in ensuring the efforts of the music specialist and other *staff result in the implementation of a broad and balanced music curriculum that meets the requirements of national curriculum.*

His role in celebrating musical achievements is of vital importance and the pupils look for his support and approval. Celebration of Guitar and Drum work in assembly has been of particular value, and the achievement of our ocarina and keyboard players has also been celebrated.

Health and Safety

Pupils are taught to use instruments appropriately and store them correctly. The same care is taught with regard to the use of I.T. as a resource in music. Classes are supported by a classroom assistant alongside the music teacher as the practical nature of the work and the special needs of the pupils require a good ratio of adult to child.

D. Bowyer Music Subject Leader

Updated Spring 2022

Next Review: Spring 2023