

Music



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum programmes of study which set out in detail what pupils in different Key Stages should be taught.

The National Curriculum states that:

'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.'

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 Acorns School, in music we aim for all pupils to:

- Experience a wide range of musical activities
- Develop musically at his/her own pace and level
- Develop responsiveness to music
- Develop awareness, appreciation and understanding of music
- Develop, through musical activities, confidence, self-esteem, social skills, communication and creativity
- Take part in group music-sharing and community-based music activities.

These aims are consistent with our school policy and take account of LEA curriculum policy and National Curriculum Statutory guidance.

Programmes of study

Early Years; Music forms part of the expressive arts element of the Early Years Foundation stage Curriculum. Class-based music involves songs and rhymes, turn-taking, listening to each other, exploring and investigating musical instruments, experiencing and responding to a variety of instrumental sounds and types of music and making choices. Children are given opportunities during continuous provision to access musical instruments and explore and investigate sounds and musical instruments.

Woodlands Class

Woodlands class is made up of pupils from EYFS to year 6. The children in this class all have Profound and Multiple Learning Difficulties (PMLD) and are considered to be working at a pre subject specific level. Therefore, this class follow their own 'PMLD' curriculum. This covers five core areas

1. Communication, language and Literacy
2. Sensory awareness and cognition
3. Physical skills and motor control
4. Personal care and independence skills
5. SMSC (Spiritual, Moral, Social and cultural development)

Pupils are given the opportunity to listen to a variety of music, experiencing and responding to music and instruments. Children are given opportunities to experience musical instruments and activities at their own level. Children are also given the opportunity to develop vocal skills through music. Music is used to provide cues to routines and daily activities, it is used to enhance sensory experiences during topic work and is also used to encourage and develop communication skills.

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.

Method of delivery

The curriculum organisation and structure is outlined in the policy document entitled “Curriculum and School Organisation.” The procedures for planning, teaching, and learning strategies, monitoring and evaluation are outlined therein.

In relation to Music however, additional considerations apply as outlined below.

Appendix 1 lists the coverage for each year group.

Throughout Early Years, Woodlands class, KS1 and KS2 music is delivered by a HLTA or class teacher. Whole school music club is held weekly for children able to access it, this involves singing activities and simple instrument work using classroom instruments. School choir is also held weekly for our G&T pupils throughout school.

Pupils who are learning to communicate and who may follow a more sensory curriculum will take part in musical interaction. These sessions intensify the musical and sound experience, encourage pupils to make their own music and sounds which can then be repeated by the adult who they are working with. The experience is built

upon, to establish cause and effect, focus, enjoyment and intentional communication. The shared musical experience is seen as a powerful learning tool.

Charanga music school is used in each class throughout school, both the SEND sections and main units. The music subject leader is responsible for providing staff with a curriculum mapping document so that they know which units to teach throughout the year. These are changed dependent on the mix of children in the class. See attached document (appendix 1)

All pupils have regular access to live music of different styles and traditions. Every Christmas, all children take part in a production involving music and singing. This involves rehearsing and performing to different audiences. We also hold a music sharing assembly each summer, where classes are given the opportunity to perform to their peers. Opportunities will be taken throughout the school year to participate in musical events. E.g. Music festival and 'More Music' activities. Opportunities should also be taken to allow children to hear live music in school.

Musical opportunities throughout school

Music is also used as a tool throughout school in a great range of activities. It is a tool for personal and social development, listening, communication and reading. Musical cues are used to develop pupil's awareness of routines, starting and finishing activities. This in turn aids development of anticipation and choice making. Children can listen to music during lunchtime, as a background to lessons and for transitioning between activities. We have visiting musicians, choirs and performances at regular intervals during the year. We are also developing links with other schools through music with St Gregory's Primary School joining in our signing singing club.

Cross curricular opportunities

There are many opportunities that arise for cross curricular links for music with other subjects. These opportunities should be embraced, and activities planned to incorporate the use of music into other subjects. Examples of these include sensory drama, musical interaction, contact dance, sensory stories, number songs and 'number-fun', drama, PE activities, Christmas production, songs in other languages, daily routines and registration songs.

Planning & Class Organisation

Each class teacher is responsible for the delivery of music in their own class, following consultation and/or guidance, if needed, from the music subject leader.

Charanga music school is the current scheme being used throughout school for music lessons. The subject leader provides staff with a mapping document stating the units to be taught in each class. Planning documents for each unit are available on the Charanga website.

Music is also reinforced throughout the curriculum, enhancing the study of all other subjects. The music subject leader is responsible for monitoring the planning of music throughout the school, and for ensuring all aspects of the National Curriculum are covered.

Resources (including ICT):

Each class has access to music resources that are stored in a central store. Within the central store there is a selection of tuned and untuned classroom instruments. Tuned include keyboards, glockenspiels, chime bars, bells and boom whackers. Untuned instruments include drums, shakers, wind chimes, bells, tambourines, triangles and wooden instruments. The central store also contains music CDs and resource books with links to topics. Each class has a CD player and access to a computer which also has a music player. iPads are stored in the library and have music based 'apps.' Each class has their own iPad. Some classes have their own music box and music CDs. There is a piano in the hall, and a selection of music on CDs in the hall and sensory room. There are two 'Skoogs' which are currently stored in the staff work room, these should be used for pupils identified by teacher and subject leader.

Equal Opportunities

Wherever appropriate, Music is incorporated across curriculum areas. The songs, recorded music, traditions studied, and the musical instruments used in the teaching of music, reflect the wide variety of cultures in the school community and in the world generally. All cultural and religious elements are treated with equal sensitivity and respect, and are accorded equal value. Multicultural diversity is celebrated.

Assessment, recording and reporting

The procedures for assessment, recording and reporting of pupils' progress are outlined in the policy document of the same name in relation to Music, however, the following considerations apply.

Recording Achievement

Evidence for learning is used to store photos and videos with narrative to demonstrate achievements. Staff can 'tag' music into their observations. 'I can' statements can be used on EfL to assess pupils' progress (see appendix 2). Achievement can be recorded against learning outcomes listed in Charanga. Special achievements would be rewarded with a certificate, special mention of the day, star of the week and evidence could be in the form of photos, recordings, videos and written narrative.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. 'I can' statements are available on Evidence for Learning to assess progress. (See appendix 2). Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Pupils would be assessed at the end of key stage according to statutory requirements. QCA P levels are used as an assessment tool based on the performance criteria published by the DfES. Music is moderated throughout school and during moderation meetings

Reporting Achievement

Achievement will be reported on through evaluations in individual pupil's annual report. The teacher responsible for the subject delivery will report achievement via the annual report to parents.

Monitoring and Evaluating Music

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process which is the responsibility of all staff but is seen as a major facet of sound management of school and thus it is directed from a senior management level. Opportunities are made available to subject leaders to allow them to work alongside colleagues in other departments within the school in order to monitor the balance and coverage of the Music curriculum and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject. Evidence for learning should be used to monitor music, both coverage being taught and learning.

Jess Miller
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Acorns School Music mapping 2020-21

Class	Autumn	Spring	Summer
Seedlings	My stories Christmas production	Me!	Everyone! Music sharing assembly
Woodlands	SEND Unit 5 - introducing march Christmas production (whole school inclusion)	SEND Unit 6 introducing loud/ quiet Film/ musicals (inclusion with Ash)	SEND unit 7 - contrast You've got a friend (inclusion with Pine) Music sharing assembly
Cedar	SEND unit 13 - instrument skills Christmas production	SEND unit 14 - right sound, right time	SEND unit 15 - playing in a group Music sharing assembly
Elm	In the groove - blues, latin, folk, funk, baroque, bhangra Christmas production	Round and round - Latin, Bossa Nova	Your imagination - film/ pop/ musical Music sharing assembly
Willow	Hands, feet, heart - South African music Christmas production	Zootime - Reggae	Friendship song - pop, soul, film, musicals Music sharing assembly
Ash	The dragon song - music from around the world Christmas production	Film/ musicals (inclusion with Woodlands)	Lean on me - gospel Music sharing assembly
Pine	SEND unit 12 - boogie train Christmas production	SEND unit 13 -	SEND unit 14 - Music sharing assembly
Oak	The Fresh Prince of Bel Air - hip hop Christmas production	Livin' on a prayer - rock	You've got a friend - Carole King/ pop (inclusion with Woodlands)

			Music sharing assembly
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Music Progression Statements

P1 (i) Encounter activities and experiences
• I have encountered a musical activity
• I have passively encountered a musical experience
• I demonstrated a reflex response e.g. startled at a noise, or sudden movement
P1 (ii) Show emerging awareness of activities and experiences
• I am alert during a musical activity or experience
• I can briefly focus my attention on people, events objects or parts of an object
• I give intermittent reactions to a musical activity
P2 (i) responding consistently
• I demonstrate a reaction to a new musical experience or activity
• I am beginning to show an interest in people, objects and events
• I accept and engage in co-active exploration in a musical activity
P2 (ii) begin to be proactive in interactions
• I communicate consistent responses
• I can communicate consistent preferences
• I can recognise familiar people, events or objects
• I can perform an action
• I can remember a learned response
• I co-operate with shared exploration
• I co-operate with supported participation in an activity
P3 (i) begin to communicate intentionally
• I seek attention through eye contact, gesture or action
• I can request events or activities
• I participate in shared activities with less support
• I can sustain concentration for short periods
• I can explore materials in increasingly complex ways
• I observe the effects of my own actions with interest
• I can remember a learned response over an extended period
P3 (ii) use emerging conventional communication
• I greet known people and may initiate interactions and activities
• I can remember a learned response over increasing periods of time and begin to anticipate known events
• I respond to options and choices with actions or gestures
• I actively explore objects and events for extended periods
• I apply protentional solutions systematically to problems

P4 Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments
• I can listen and attend to familiar musical activities with some support
• I can follow and join in with familiar musical routines with support
• I will look for an instrument or noisemaker that is out of sight
• I can repeat, copy and imitate actions, sounds or words in songs and musical performances
• I can respond in the hello song
• I am learning to care for instruments
• I can vocalise along to songs and musical activities
• I can move my body to music
• I know when a wrong word is put in a nursery rhyme.
• I can make the noises of things (e.g. car, dog) when I see a picture of it
• I can choose an instrument from the box
P5 Take part in simple musical performances
• I can respond to signs given by a musical conductor, <i>for example, to start or stop playing</i>
• I can pick out a specific musical instrument when asked, <i>for example, a drum or a triangle</i>
• I can play loudly, quietly, quickly and slowly in imitation
• I can play an instrument when prompted by a cue card
• I can listen to, and imitate, distinctive sounds played on a particular instrument
• I can listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table
• I can use my singing and talking voice
• I can perform with others and follow signs to stop and start
• I can copy long/short, fast/slow, loud/quiet sounds
• I can say if a sound is loud or quiet
• I can join in with some of the singing
• I can start and stop dancing when the music starts and stops
• I can copy some of the actions my teacher shows me
P6 Pupils respond to other pupils in music sessions
• I can join in and take turns in songs and play instruments with others
• I can play, sing and move expressively in response to a song
• I can explore the range of effects that can be made by an instrument or sound maker
• I can copy simple rhythms and musical patterns or phrases
• I can play groups of sounds indicated by a simple picture or symbol based score
• I can begin to categorise percussion instruments by how they can be played, <i>for example, striking or shaking</i>
• I can hold my instrument quietly
• I can find a hitting or a shaking instrument
• I can follow pictures to make patterns with my teacher, e.g. long, short, long
• I can take turns to make sounds with my friends
• I can follow and copy my teacher in movement
• I can talk through a sound sequence, e.g. loud quiet loud and then play it
• I can make three different body sounds, e.g. stamp, clap, rub hands

<ul style="list-style-type: none"> • I can sing well known songs with my friends
P7 Listen to music and describe in simple terms
<ul style="list-style-type: none"> • I can respond to prompts to play faster, slower, louder, softer
<ul style="list-style-type: none"> • I can follow simple graphic scores with symbols or pictures
<ul style="list-style-type: none"> • I can play simple patterns or sequences of music
<ul style="list-style-type: none"> • I can listen and contribute to sound stories, through simple improvisation or choices about sound and instruments used
<ul style="list-style-type: none"> • I can make simple compositions e.g. choosing symbols/ pictures or patterns on computer software
<ul style="list-style-type: none"> • I know that music can change how I feel
<ul style="list-style-type: none"> • I know I have to wait for my time to play my instrument in a performance
<ul style="list-style-type: none"> • I know the sounds I make can try to describe things
<ul style="list-style-type: none"> • I know I should be quiet before and after a performance
<ul style="list-style-type: none"> • I can follow graphic signs to play in different ways
<ul style="list-style-type: none"> • I can change instrument sounds by being asked to play slower/louder
<ul style="list-style-type: none"> • I can learn new simple songs
P8 Listen carefully to music
<ul style="list-style-type: none"> • I understand and can respond to words, symbols and signs that relate to dynamic, tempo or pitch for example, faster, slower, louder, higher, and lower
<ul style="list-style-type: none"> • I can create my own simple compositions, carefully selecting sounds
<ul style="list-style-type: none"> • I can create a simple graphic score using pictures or symbols
<ul style="list-style-type: none"> • I can use a growing musical vocabulary of words, signs or symbols to describe what I play or hear, e.g. fast, slow, high, low
<ul style="list-style-type: none"> • I can make and communicate choices when performing, playing, composing, listening and appraising, e.g. prompting members of the group to play alone, in partnerships, in groups or all together
<ul style="list-style-type: none"> • I can follow a short graphic score (3-6 symbols)
<ul style="list-style-type: none"> • I can listen to music and use pictures to talk about it
<ul style="list-style-type: none"> • I can sing whole songs in a group and can sing by myself
<ul style="list-style-type: none"> • I know what I should be doing in a simple performance and what my friends should be doing
<ul style="list-style-type: none"> • I know how I should behave on stage
<ul style="list-style-type: none"> • I can get three different sounds from one instrument
<ul style="list-style-type: none"> • I can make up movements to match the music
<ul style="list-style-type: none"> • I can talk about my favourite music or song

Level 1 Recognise and explore how sounds can be made and changed
<ul style="list-style-type: none"> • I can use my voice in different ways such as speaking, singing and chanting
<ul style="list-style-type: none"> • I can perform with awareness of others
<ul style="list-style-type: none"> • I can repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points
<ul style="list-style-type: none"> • I can respond to different moods in music and recognise well defined changes in sound
<ul style="list-style-type: none"> • I can identify simple repeated patterns
<ul style="list-style-type: none"> • I can take account of musical instructions
<ul style="list-style-type: none"> • I know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard
<ul style="list-style-type: none"> • I can get four different sounds from one instrument
<ul style="list-style-type: none"> • I can play and sing quietly/loudly, short/long notes, high/low notes
<ul style="list-style-type: none"> • I can hold and play most instruments with the correct technique
<ul style="list-style-type: none"> • I can tell if I am hearing one or more than one strand of music/sounds
<ul style="list-style-type: none"> • I can perform simple rhythms and songs by copying
<ul style="list-style-type: none"> • I can choose sounds to represent ideas, e.g. horses hooves, money jingling
<ul style="list-style-type: none"> • I can say whether music sounds happy or sad and move to music according to how it feels, e.g. marching, sliding, jumping or dancing
Level 2 Recognise and explore how sound can be organised
<ul style="list-style-type: none"> • I can sing with a sense of shape of the melody
<ul style="list-style-type: none"> • I can perform simple patterns and accompaniments keeping to a steady pulse
<ul style="list-style-type: none"> • I can choose carefully and order sounds within simple structures such as beginning middle and end in response to given starting points
<ul style="list-style-type: none"> • I can represent sounds with symbols and recognise how the musical elements can be used to create different moods or effects
<ul style="list-style-type: none"> • I can make improvements to my own work
<ul style="list-style-type: none"> • I can keep a beat on my own and play simple rhythms in time
<ul style="list-style-type: none"> • I can play at different speeds (tempo) and in different pulses (meters)
<ul style="list-style-type: none"> • I am always quiet before and at the end of a performance
<ul style="list-style-type: none"> • I can listen to/watch my performances and offer appropriate evaluation
<ul style="list-style-type: none"> • I can sing songs with others or on my own, remembering the tune and keeping in time
<ul style="list-style-type: none"> • I can make up short musical patterns in a group or on my own with a beginning, middle and end, using different instruments or sounds
<ul style="list-style-type: none"> • I can use my own made up symbols to represent sounds
<ul style="list-style-type: none"> • I can describe music using element words such as high, low, fast, long or short sounds and say how they affect the mood of the music