



# Birdsedge

## First School

# Music Policy

## September 2020

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### Intent

#### Rationale for Music in our school curriculum

Music is an integral and well-resourced part of life at Birdsedge First School. We want Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Music is planned in-line with the statements laid out in the national curriculum. Music is planned with cross-curricular links where possible with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Through our music lessons children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

## **Implementation**

### **Charanga:**

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

### **Lessons:**

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skills and given chance for collaboration through composition.

### **Enhancements:**

Music within school offers whole class ukulele lessons in Key Stage 2, A Key Stage 2 Choir, instrumental tuition through peripatetic teachers, and close links with the local community.

## **Impact**

Our Music curriculum ensures that children develop their knowledge of different styles of Music and receive opportunities to express themselves in a variety of ways. Our curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression. In addition, we measure the impact of our curriculum through:

- Pupil discussions about their learning;
- Monitoring and reflection against subject-specific skills defined in each year of study;
- Children applying their knowledge of Music and performance skills to other areas of the curriculum and school life;
- Children applying their cultural understanding and tolerance across society and cultures.

## **The curriculum and planning**

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. Units of work have been identified for each mixed age year group on the long term plans.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### **How the Scheme is structured:**

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

### **Assessment**

The Charanga framework links teaching and learning to step-by-step assessment as welcomed by Ofsted in England.

It uses a PLAN • DO • CHECK • REVIEW approach, supported by planning and assessment documentation, with the facility for you to upload and store digital evidence – all designed to help you clearly demonstrate the progression of your students’ musical knowledge, understanding and skills.

### **Equal opportunities**

At Birdsedge First School, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participate in the learning of languages and to be supported in this process.

### **Inclusion**

At Birdsedge First School, we teach Music to all children. Music forms part of the school’s commitment to providing a broad and balanced education to all children. Through our Music teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Teachers ensure full involvement and engagement within lessons and the efforts and achievements of all children in the subject are celebrated.

### **Performance opportunities**

At Birdsedge First School we endeavour to provide a range of performance opportunities. These include:

- Harvest festival;
- Remembrance services;
- Christmas performances;
- Christingle services;

- Choir performances at the Christmas fayre;
- Easter services;
- Class assemblies;
- Music festivals;
- Singing assemblies;
- Praise assemblies.

Other opportunities may arise throughout the year.

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

Recorded outcomes will be filmed and saved on the school server. These files are monitored termly by the subject leader to ensure coverage. The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in Music;
- Writes a subject action plan, informed by the whole school development plan;
- Observes and gives feedback to teachers on their teaching of Music;
- Monitor the number of individual children who access instrumental teaching;
- Attends network meetings within the local authority;
- Sources resources and stores them centrally on the school servers.

### **Resources**

Our school resources include:

- Charanga online scheme of work including resources;
- Charanga freestyle topics – topic related songs that would be appropriate for class assemblies;
- Ukuleles;
- Glockenspiels;
- Mixed percussion;
- Keyboards;
- Piano;
- Sheet music;
- Variety of CDs and songs for multiple occasions stored on the school server;
- A central bank of resources on the school server.

Policy written: June 2020

Agreed:

Date of review:

Created by: Danielle Haigh