

Music Policy 2024-2025



Introduction:

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling, enabling personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development.

The learning of music develops an awareness and appreciation of musical traditions, past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, creating important links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate the wide varieties of music as well as allowing children to make judgements. Music encourages active involvement in different forms of music making, both individual and with others. It also increases self-discipline, creativity and fulfilment.

Aims and Objectives:

At Delph Side we aim to:

- Provide all children with an education in music that is stimulating, enriching, and inspiring through curricular and extra-curricular learning.
- Encourage confidence in all children through active involvement promoting children's interest, self-reliance, and motivation.
- Develop an understanding and appreciation of different types of music and increase an ability to make judgements of musical quality.
- Teach music through Charanga and the Expressive Arts Development area of learning within the Foundation Stage.
- Provide all children with the opportunity to express themselves creatively and to develop musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and their voices.
- Develop performing, composing, and appraising skills by applying listening skills and knowledge and understanding of music.
- Become aware of how music is produced, for example, using instruments and musical processes including symbols and notation.
- Provide our Year 5 and Year 6 children with a well thought out ukulele curriculum taught by music specialists.
- Provide our Year 6 children with a gift of music.

The national curriculum

Key Stage One

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum:

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.

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- 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.

How do we teach music at Delph Side?

To enable our children to meet the intentions of the Music National Curriculum, we teach music through a well thought out set of skills. These skills focus on listening, singing, composing, improvising, understanding music, playing instruments and performance skills. To teach these skills we use the Charanga's Model Music Curriculum (MMC) Scheme. The scheme follows a differentiated, spiral approach to musical learning. Within each unit, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated, allowing for increasing musical confidence.

This 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 and meets the government's vision set out in 'The power of music to change lives: A National Plan for Music Education'.

The MMC covers six self-sufficient units per year which are split into six steps. The first step introduces the unit's focus in terms of content, skills, and knowledge, which is developed in the middle steps; and the sixth step assesses the learning through exciting performances and activities. Each step is a song which the learning is centred. Each lesson has an easy-to-follow structure – complemented by a rich array of supporting documents, lessons plans and resources – taking the children through exercises in listening, singing, performing, composing, improvising and discussion: all national curriculum expectations.

Music can be incorporated within all other curriculum areas to enhance and develop skills further. The extra-curricular choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their

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song repertoire through other songs and experiences. The KS2 choir club visit the 'Young Voices' concert which gives the children the opportunity to perform in some of the world's greatest arenas alongside incredible artists.

Children will also have the opportunity to learn an instrument across the different key stages. Glockenspiels will be the main instrument used throughout the MMC in Key Stage 1 and the recorder in Key Stage 2. They allow the children to progress their composition, improvisation, and performance skills. Ukuleles will be taught to UKS2 throughout the year by a specialist teacher, building upon learning from the previous academic year.

At Delph Side children will be taught music at a level that is appropriate to their own individual need. It is expected that children will achieve 'Age Related Expectations' (ARE). However, some children will need to access the music curriculum through differentiated activities.

Music Curriculum Early Years Foundation Stage:

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their reception year.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music will be taught and carefully planned by EYFS leaders and teachers; The children will be able to apply their musical knowledge through the continuous provision. Whilst in the EYFS, the children will learn various nursery rhymes and explore sounds that instruments make through continuous provision.

Special Educational Needs (SEN):

At Delph Side, we respect the individuality of every child. We have created our own personalised music curriculum for children who attend our SEN unit.. Children with SEN often obtain personal satisfaction and enjoyment from singing, performing, and listening to music.

Children may have a range of needs such as learning difficulties or hearing, visual or moving impairment. It is therefore essential that consideration is taken, such as; using percussion instruments that are very low pitched and resonant, reducing background noise, paired tasks and visual reinforcement for children with hearing impairment. Teachers may consider brightly coloured instruments, reflecting light or paired tasks for children with visual impairment. For those children who have movement impairment, instruments should be easy to grasp, that are sensitive to slight movements and paired tasks.

If advice or assistance is needed the class teacher should consult the subject leader for music or the head teacher, who will endeavor to reach a satisfactory solution.

Able and Talented (A & T):

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The music curriculum gives children plenty of opportunities to express themselves. Children who are Able and Talented quickly make themselves known. It is important that A & T children are being provided for within music lessons.

Identifying A & T children by observing children who are usually confident in singing, able to naturally keep a steady pulse, copy patterns and understand pitch. Within lessons, children can be asked higher level questions, be allowed to express their opinions and be given opportunities to lead (such as conducting or leading a group singing).

A & T children should also be encouraged to join in extra-curricular activities such as recorders, ukulele, and the choir.

Assessment and Monitoring:

Assessment in music is carried out every half term. Children are assessed on key skills through 'Age Related expectations; below, at or above. Data is collected each half term and recorded on Otrack by class teachers for monitoring by the subject leader. Data is analysed against key groups. A graph is produced identifying area to be developed. The subject leader will then look at the data to see if any year groups need support from the subject leader.

Enrichment:

Whole school singing performances take place at Christmas for Key Stage One and Two, in the form of a Christmas celebration, often including a nativity with an appearance from the Foundation Stage children. The Nursery children have their own performance in which they sing adapted nursery rhymes linked to the Christmas theme.

The school choir performs at a variety of venues such as the local residential home, The AO Arena in Manchester, and a local supermarket. Each child will be given the opportunity to learn the ukulele as part of the 'Wider Opportunities in Music' scheme'. The scheme is funded by the school and will continue as long as the budget allows.

Resources:

A music trolley equipped with a range of tuned and untuned percussion instruments is located in a central music cupboard for classes to access when required. Years 3 and 4 have their own set of recorders that are kept in class. A sound system with tape and CD player is available in the hall.

Each teacher at Delph Side has a log in to the music scheme Charanga.

Equal Opportunities:

Class teachers should ensure that all children are provided with an equal opportunity to access music lessons whatever their background. Therefore, teachers will be committed to using their best endeavours and resources to ensure all activities are managed carefully. Ensuring children are not discriminated in any way irrespective of their religious belief, gender, race, ability or social circumstances.

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CPD

Class teacher can seek continuous development opportunities from the subject leader.