



# Preesall Fleetwood's Charity CE School

## Music Policy

### Our School Vision Statement

*'You are the light of the world. A school built on a hill cannot be hidden.'*  
*Matthew 5:14 (adapted)*

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

# **Music Policy**

## **Introduction**

At Fleetwood's Charity CE Primary School, we are committed to providing all children with learning opportunities to engage in Music. This policy reflects our 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 work, and gives guidance on planning, teaching and assessment.

## **Rationale**

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.

## **Intent**

### **Aims:**

The National Curriculum for Music 2014, 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.

## **EYFS**

During the Foundation Stage, children are given the opportunities within the Early Learning Goals – 'Creative Development'. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sound patterns and match movements to music.

## **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.

## **Implementation**

### **Curriculum:**

At Preesall Fleetwood's Charity Primary School we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 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; providing lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The learning within this scheme is based on:

- Listening and Appraising;
- Musical Activities - creating and exploring;
- Singing and Performing.

The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children also have the opportunity to use/listen to a wide range of instruments, including through ICT and computing.

### **Differentiation**

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities, using the Charanga Scheme of Work. The school will endeavour to identify children with exceptional musical skills at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. In addition to these children, all other children will be encouraged to access the peripatetic music tuition offered by the school.

Opportunities are given for children to perform in the classroom, during worship, at community events and in school concerts.

### **Cross Curricular Links**

#### **PHSE**

Music contributes significantly to the teaching of Personal, Social and Health Education and Citizenship. Through the common goal of making music, children learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has

a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **Mathematics**

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting children develop their ability to communicate ideas effectively.

### **SMSC**

- Pupils have the opportunity to listen to, and participate in, performance for the school and wider community including event to raise money for charity and visits to residential homes.
- An appreciation of how different cultures have contributed to popular musical genres today is encouraged and nurtured in our students.
- Students' cultural experiences are broadened and strengthened through our extra-curricular programme and the use of world music resources across both Key Stages which reflect the world we live in today.
- Pupils are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others. Pupils take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.

### **Equal Opportunities.**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

### **Performance opportunities**

Our pupils have opportunities within lessons to record their work and perform for their peers or other classes across the school. They may also perform in daily worship; Celebration Worship or at other performances during the school year including the Foundation Stage/KS 1 Nativity; the KS2 Carol Concert, as well as our Easter and Summer church services. We also look for opportunities for our pupils to perform as part of a larger group with other schools to give them a wider experience: this includes the Young Voices Concert in Manchester which we attend every few years and the annual Celebration of Music Concert at the Winter Gardens in Blackpool.

## **Resources**

The school has a range of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, two pianos, a class set of recorders, as well as computers and ipads. Teachers use range of sources to broaden the children's experiences.

## **Extra-Curricular Music**

We encourage children to take part in extra-curricular music through joining the school choir which is open to pupils from Year 2 upwards.

We also offer a range of opportunities to learn to play a musical instrument, through peripatetic teachers including: brass, woodwind, strings and keyboard. These lessons are subsidised by school.

## **Role of the subject leader**

**The subject leader for Music is Mr Wells.**

The Subject Leader is responsible for improving standards of teaching and learning in Music through:

- Monitoring and evaluating Music
- Provision of high quality Music through school
- Maintaining the availability of high quality resources
- Maintaining an overview of current trends and developments within the subject
- Identifying professional development needs of staff and planning CPD

The Subject Leader will meet with the link Governor twice a year and report to the Curriculum and Standards sub-committee as required.

**Date of policy: 14/6/20**

**Date of review: 14/6/23**