

Huyton With Roby Music Policy 2020

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. 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. Music provides opportunities to promote:

- **Spiritual Development** through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings; to appreciate how music can inspire imagination and generate extremes of emotion; exploring questions such as why some people react differently to different pieces of music [for example, the study of music for film or Opera].
- **Moral Development** through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work and recognising the effect of music [for example, evaluating its use or misuse in advertising, propaganda and popular music].
- **Social Development** through helping pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance e.g. an orchestra.
- **Cultural Development** through helping pupils recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same [for example, the evolution of the Jazz tradition from origins to the present].

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 Huyton with Roby 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 'Charanga Musical School' scheme provides teachers with week-by-week lesson support for each year group in the school. It is accessible for all 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 new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.**

Children are given the opportunity to learn an instrument once they reach Key Stage 2. A whole year group's music tuition will be dedicated to this either in Year 3, 4, 5, or 6; to be decided by the music lead. These lessons are delivered via the 'Wider Opportunities' program from Knowsley Music Hub and bring dedicated, peripatetic teachers into school. We also give children the opportunity to have extra-curricular instrumental lessons via outside agencies which carry an additional cost to parents.

All children are given the opportunity of singing in the school choir in both Key Stage 1 and Key Stage 2. They are encouraged to perform locally in the community and to become involved in larger scale projects such as working with the music department at Liverpool Cathedral or the 'Young Voices' concert series.

Objectives:

The objectives of music education are to:

- Enable each child to grow musically at his/her own level and pace.
- Foster musical responsiveness.
- Support children's instinctive drive for sensory experience.
- Give pupils a means of both verbal and non-verbal experience.
- Develop an awareness and appreciation of organised sound patterns.
- Develop instrumental and vocal skills.
- Develop aural imagery.
- Develop sensitive, analytical and response to music.
- Develop the capacity to express ideas, thought and feeling through music.
- Develop an awareness and understanding of musical traditions, styles and cultures from other places and times.
- Foster enjoyment of all aspects of music.

Teaching and learning policy and framework

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

Cross Curricular Links

The teaching of music enhances other curriculum areas. It will be the teachers' responsibility to bridge other areas of the curriculum to music, broadening the pupil's experiences.

Computing/ICT

Information and communication technology (ICT) enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs to compose music. They can also use ICT to enhance their research skills. Children can also use ICT to improve the presentation of their work to a wider audience.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to encompass all abilities. Opportunities should be given for all to perform in the classroom, during assemblies and in school concerts and for their learning to be consolidated regardless of ability at the end of each year enabling each child to enjoy and achieve.

Early Years Foundation Stage

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. Discussing specific songs and nursery rhymes encourages children's language and communication skills, and gives them confidence in voicing their opinions to a wider audience, and using their social skills to perform as part of a group. Teachers can choose to plan their own topic based music sessions or to follow the Charanga scheme of work in EYFS.

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.

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

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include: class assemblies, Christmas performances, Collective Worship, end of year assemblies, school choir events and performances through additional instrumental tuition.

Resources

The school has a number of tuned and untuned percussion instruments including; recorders, ukuleles, xylophones, glockenspiels, chime bars, drums, tambourines,

wood blocks, cymbals, triangles, beaters of various sizes, a piano, and electric keyboards, as well as IPADs. A CD player can be used in lessons to play recorded musical examples; although due to the 'Charanga' music scheme staff use the interactive whiteboard to access live music. Teachers use a range of sources to broaden the children's experiences.

Responsibility

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school development plan linked to music.
- Monitoring the delivery of the published scheme of work and advising the head teacher on action needed
- Identifying appropriate INSET/training