

Music Policy

Intent

At Reed First School, we believe that music is a unique and powerful form of communication that can change the way pupils feel, think and act. Furthermore, we feel there is great value in combining creativity with emotion that enables personal expression, reflection and development – a life opportunity that can reap dividends in the future.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children’s ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

In addition to our music lessons taught by our class teachers, we offer individual or small group lessons for piano and singing for children in Reception year and up. These are provided by peripatetic specialist teachers. Further details can be found by contacting the school office. Pupils in receipt of pupil premium funding can be supported to access these offers.

Music is taught both on a cross-curricular basis and as a discrete subject. Children have the opportunity to learn about the elements of music, composition, and musical appreciation. As a school we enjoy listen to a wide genre of music together in assemblies. The children look forward to finding out what we will be listening to with a link to our values. They often go on to share the music enjoyed in school with their families at home.

We enjoy our choir which is made up of children from Reception to Year 4 who choose to take part as an after school club.

Our aims

- That children will develop an ability to listen to, and appreciate a wide variety of music, including that which has a specific purpose.
- That children will have opportunities to explore and express ideas and feelings about music, in a variety of ways, for example through dance.
- That children will explore a range of musical elements, for example: pitch, tempo and dynamics.
- That we will encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned.
- That we will develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience.
- That we will help the children develop self-discipline and creativity, aesthetic sensitivity and fulfilment.

“I just love music, and sharing the music I love with as many people as I can.”

Sheku Kanneh-Mason

“Like stars across the sky – we were born to shine.”

Andrea Bocelli

Early Years:

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for music when they enter Year One. Our curriculum map identifies areas of music which form part of the continuous provision and adult led activities in Early Years.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there is clear evidence of the depth in learning in music through the learning area of Expressive Arts and Design.

We follow the statutory framework for the Early Years foundation stage: The most relevant statements for Music are taken from the following area of learning:

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery children will have opportunities to:

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception children will have opportunities to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making, performing solo or in groups.

In addition, the following areas of learning will also support the development of music in Early Years:

Communication and Language

Nursery will sing a large repertoire of songs. Know many rhymes.

Reception will listen carefully to rhymes and songs, paying attention to how they sound.

Physical Development

Nursery will increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Key Stage One:

In Key Stage 1, every child has a timetabled lesson for 50 minutes per week. The lessons follow the planned curriculum map with series of units from Charanga Music which offer an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, the children listen and appraise different styles of music.

Key Stage Two:

Key Stage 2 children continue to follow Charanga music with a 50-minute lesson which sees progression in the range of music styles studied, complexities of songs, increased knowledge of musical notes and the opportunity to make their own formal notations.

In addition, there is a 15-minute whole school singing assembly every week which focuses on our songs linked to our values and PSHE themes.

All children across the school take part in two musical productions every year.

Resources

Instruments are part of our continuous provision for Early Years in both our indoor and outdoor learning environments. Children are able to access these freely in their play and are used in adult led sessions to teach the names of instruments and explore the sounds they can make.

A wider range of instruments are in our whole school music area which forms a teaching space in the hall. There are copies of current knowledge organisers for KS1 and 2, key vocabulary and information about instruments. Our music area also links to our music appreciation where a piece for the week is displayed linked to our assembly focus.

Assessment

All pupils in Key Stage 1 and 2 have an assessment sheet which lists all end points for every unit of work taught under the following headings:

- Singing songs with control and using the voice expressively.
- Listening, Memory and Movement
- Controlling Pulse and Rhythm
- Exploring Sounds, Melody and Accompaniment
- Control of Instruments
- Composition

This is updated during the year to give an overview of strengths and areas of development for individuals and cohorts of children. These assessment sheets are passed on in electronic cohort folders to inform the planning of the next related unit of work.

Differentiation Inclusion and Special Educational Needs

All children are taught the music curriculum. We recognise the fact that we have children of differing ability and needs in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults. Tasks and resources will be adapted where needed to ensure music skills can be met for example: Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Hand bells are readily available.

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the music curriculum.