



Curriculum policy: Music

Music

Create

Play

Perform



Curriculum Intent

Music is a unique way of communicating that can inspire and motivate children. We provide opportunities for all children to create, play perform music and the skills to appreciate and appraise a wide variety of musical forms.



Curriculum Aims

We want children to be able to:

- Understand how sounds are made and organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and written down
- Know how music is influenced by time, place, and purpose for which it was written and develop the interrelated skills of performing, composing, and appreciating music
- Develop control and understanding of duration, pitch, timbre, texture, dynamics, and structure
- Communicate musical ideas to others
- Improve instrumental and vocal techniques
- Listen and appraise
- To be able to sing and play from memory



Lesson structure

We want music to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose to the learning.

Lessons always start with an opportunity for children to listen and appraise a range of different musical styles, from classic rock songs, to Reggae, to rhythm and blues and Jazz. This is followed by a warmup where children use their voices to develop pitch or use their bodies to develop rhythm. They learn to sing songs and then play instruments, with or without the use of notation. Each lesson builds on the next with opportunities to practice and refine, ready for the final performance.



Planning and Resources

Our music planning is geared to three aspects of progress:

1. Increasing breadth and range of musical experiences
2. Increasing challenge and difficulty in musical activities
3. Increasing confidence, sensitivity and creativity in children's music making

Each unit of work has strands of musical learning which match national curriculum for music.



Curriculum Implementation

Each term Year 1-6 teach a weekly block of music using the Musical School Scheme, Charanga which covers all strands of the National Curriculum.

By the end of the year, each year group will have been taught 3 detailed Units of work to ensure variety and complete coverage of musical learning.

The Charanga scheme provides teachers with detailed lesson plans, assessment, clear progression and engaging and exciting resources to support every lesson. The scheme supports all the requirements of the national curriculum. Charanga enables children to understand musical concepts through a repetition-based approach to learning.

In Early Years we teach music as an integral part of the topic covered during the year. We relate the musical aspects of the children's work to the objectives set out in Development Matters leading to Early Learning Goals for 'Expressive Arts and Design'. Music also contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

In addition to the discrete music lessons all children in years 1-6 get an opportunity to play a musical instrument with a music specialist. They also have singing lessons with specialist voice coaches- Anthem Voices and finally, children in Year 3 are also taught for a term by a specialist teacher from the music service.



Assessment

We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. The skills taught and practiced are recorded at the end of the unit and uploaded to Microsoft Teams.



Inclusion

We teach music to all children, whatever their ability. 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 need.



Role of Subject Leader

The subject leader will:

- Ensure that the statutory requirements of the national curriculum for music are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of music takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

Date written: July 2022

Review date: July 2024