

# Sabden Primary School

## Music Policy



September 2023

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### Curriculum Statement

#### Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Sabden Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

#### Implementation

At Sabden Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

#### Impact

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

## Teaching and Learning

### Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music 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.

### Key Stage One and Two Curriculum

Our school is lucky to have a range of sessions available to children to support their musical knowledge. These have an integrated, practical, exploratory and child led approach to musical learning. Our learning is planned using the National Curriculum and the Model Music Curriculum and features opportunities for:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. (See Appendix – Music Progression Map. This shows progression from Year 1 – Year 6).

### Additional music in school

At Sabden Primary, we are always looking for opportunities to extend children's knowledge of music. To enhance this further, we have a music style of the month which is introduced to the children at the beginning of each month. This gives them opportunities to develop their listening and appraising skills. We also seek opportunities throughout the school year for children to experience live music performances of varying styles.

Dance and Musical Theatre after-school clubs are offered to our pupils as well as regularly discussing interests and musical requests with the school council.

### Musical events

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups have children have been invited to sing in the local community. We take part in the event 'Young Voices Concert' every two years, where children are given the opportunity to join a mass choir singing at a top venue. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

### Resources

The following resources are available to aid the teaching of music at Sabden Primary School;

- Charanga music scheme – all teachers and TA's have individual logins
- School playlists of music linked to the MMC (2021)
- sound system, laptop and projector in the hall
- a range of musical resources on CD/shared drive which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels, recorders and ukuleles

### Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. Older and more able pupils are encouraged to make judgements about how they can improve their own work. A class floor book will feature weekly sessions, information, reflections and links to recordings to aid assessment.

### Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

### Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;

Subject Leader: Laura Murray

Next Review: September 2025