

Burton Leonard Church of England (VC) Primary School



Music Policy 2020-2023

Introduction

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of pulse, pitch and sounds around them and these should be developed on entry to school.

Intent

- To evoke a creative response to music through experimentation e.g. singing, composition, movement.
- To provide activities that develop musical concepts and skills sequentially.
- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- To encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- To offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.
- To offer opportunities to **perform, compose, listen and appraise.**

Implementation

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience. They perform for families and the wider community. Children who learn an instrument enjoy playing during Collective Worship. Opportunities are given to perform at community events such as Harvest Festival, Carol Singing on the Village Green and at school performances. We also give children the opportunity to experience performing with a large number of other children e.g. Ripon Schools Cluster events, Ripon Cathedral events and Young Voices. Children have the opportunity to take part in Primary Schools Orchestra events through offers from the private schools. We offer 'Groups of 8' tuition, whole class tuition as well as private peripatetic teaching. We celebrate music and hold an annual Festival of Music.

Composing

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g. pictorial score, by, digital recording or using notation)

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the inter-related dimensions of pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure and notation. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Content and organisation

Music is taught throughout the school by the subject leader and Class 3 teacher. Cross curricular links are made where possible. We use the Charanga scheme of work. We also use additional resources such as BBC 10 Pieces, Parts of the North Yorkshire scheme of work and Young Voices.

Additional Tuition

Peripatetic teachers come into school to teach children instruments as requested and paid for by their parents and school. Children have the opportunity to work with a variety of musical instruments through the County Music Service. Children from Y2 onwards are able to choose to learn the recorder through weekly recorder clubs run by school staff.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. The teacher uses assessment information to plan for future learning. Verbal feedback is given to the child to help guide progress. Children's work is recorded and played back so that they can make judgements about how they can improve their own work. Charanga have just developed a new assessment framework which we will trial and review to see if it meets our needs.

Collective Worship

Songs are sung during Collective Worship. Children are also given the opportunity to perform using instruments in Collective Worship.

Inclusion

Musical activities are particularly effective in the education of children with additional learning needs of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work

independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of differing ability. We are a 'dyslexia friendly' school. Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will, as a school, endeavour to make provision. Children with particular abilities in music are given additional challenges to further their skills.

Children are not discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum children will experience music from various countries and cultures.

Impact - Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work in music. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for music in the school. The subject leader evaluates strengths and weaknesses in music, gathers and analyses data relating to music and indicates areas for further improvement.

Subject Leader – Mrs Helen Hawkes

Adopted Summer 2020

Date of review Summer 2023

Amanda Townson

A handwritten signature in black ink, appearing to read 'Amanda Townson', with a stylized flourish extending to the right.