

Hawridge and Cholesbury CE School



Music Policy

Date: 30 September 2021

Review Date: September 2022

INTRODUCTION

Music is a language which children like to explore. At Hawridge & Cholesbury, we believe that through teaching and learning music, children will develop confidence, concentration and listening skills, as well as our school value of Teamwork. We understand how the study of music enables children to express themselves creatively, which has a positive impact on their mental health and wellbeing.

AIMS

Through the study of music we aim to:

- foster a love and enjoyment of music
- develop skills, knowledge and understanding of key musical concepts
- provide opportunities for children to express ideas and feelings through making and listening to music
- develop the interrelated skills of performing, composing and appreciating music
- develop transferable skills e.g. listening, co-operation, critical analysis and decision making

TEACHING AND LEARNING

We follow *Music Express*, which is a music education programme based upon the Music National Curriculum and the QCA Music Scheme of Work. The whole school framework of objectives for teaching and learning in music aids continuity and progression in musical experience, skills, knowledge and understanding. The *Music Express* programme contains individual lesson plans and teaching resources, which are used and adapted by class teachers to suit the needs of their pupils. Teachers also use resources from BBC Teach and link music learning to the children's interests and other curriculum areas (see 'Cross Curricular Links').

In the EYFS, teachers provide opportunities for the children to share their thoughts, ideas and feelings through a variety of musical activities. Children learn a wide range of songs and rhymes, and are encouraged to experiment with new sounds. Music is incorporated into the daily routine, helping children with transitions. The classroom provision has a selection of musical instruments for the children to access during Playing and Learning Time.

Children attend weekly singing assemblies, where they learn a variety of songs from different genres. Pupils learn the Makaton signs linking to the lyrics of a song, enabling all children to participate. Our music teaching and learning is inclusive through the use of signing and differentiation by outcome and the opportunity for 'reasonable adjustments to be made where an individual child with SEND would benefit from this'. Teachers introduce listening tasks as the children enter assembly, which develop musical listening skills by giving the children a focus and enable children to use musical vocabulary and key musical terms to describe pieces of music from different composers and cultures.

Every classroom also has a 'Music of the Week' area and question prompts, which link to PSED and the British value of Democracy, as the children are given the opportunity to vote for their favourite song and explain their ideas.

CONTENT AND PLANNING

Teachers use the progressive skills highlighted in *Music Express* to inform their planning. Planning in KS1 and KS2 covers the requirements of the National Curriculum. In the Foundation Stage, planning encompasses the developmentally appropriate Early Years Outcomes.

CROSS CURRICULAR LINKS

As well as a discrete subject, music is taught across the curriculum in a realistic, relevant context within other curriculum areas. Songs, compositions and musical performances can be used to gain greater understanding of topics, as well as different historical or cultural contexts. There are also many opportunities for linking music, drama, art and dance.

ORGANISATION

Every year group, from Reception to Year 6, will be taught music by their class teacher. Music will be taught to EYFS and KS1 for approximately 30 minutes per week throughout the school year. During this time the children will be taught musical skills, and will be using and referring to the various musical elements through listening, composing, performing and appraising. The children will take part in independent, group and class activities. In Year 3, music is taught in blocks for a minimum of 3 hours over the course of half a term. In Years 4 & 5, music is taught alternate weeks throughout the year, and in Year 6, music is taught for an hour per week. These timings suit each specific class, their school timetable and termly topics.

Additional time is also given to music through weekly singing assemblies, class assemblies, carol concerts (KS2), the Christmas play (EYFS & KS1), KS2 choir club and instrumental tuition from external teachers. Children from KS2 have the opportunity to sign up for Rocksteady music lessons, which take place every Tuesday throughout the school day. The timetable is adapted each week so that the children do not miss the same lesson. During their lessons, the children learn how to play an instrument in a band. They perform regular concerts throughout the school year.

ASSESSMENT, RECORDING and REPORTING

Teachers evaluate and assess the children's learning throughout each lesson. They track the children's attainment in music using the curriculum descriptors and progression of skills document. At the end of a unit of work, teachers assess whether the children are meeting/above/below age related expectations and use this to inform their future planning. In EYFS, teachers assess the children's musical development through observations using the Early Years Outcomes.

Audio recordings and photographs are kept as evidence of pupil's learning and progress. Parents are informed of music activities and performances in school through eSchools (our online home learning platform).