

# Longmoor Primary School

## Music Policy 2024 - 2026



Adopted by Governors

Chair of Governors: Signature: <i>J. Wright</i>	Date: 27 <sup>th</sup> March, 2024
Chair of Governors: Jane Wright Signature: <i>J. Wright</i>	Date: 23 <sup>rd</sup> March, 2022
Chair of Governors Signature: <i>J. Wright</i>	Date: 8 <sup>th</sup> July, 2020

## MUSIC POLICY - LONGMOOR PRIMARY SCHOOL

### Philosophy

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps people understand themselves and relate to others therefore forming important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

### Vision and Aims

At Longmoor Primary School, we aim to develop an understanding of Musical Concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate in a range of activities to ensure coverage of the curriculum takes place, these include:-

- Performing
- Composing
- Listening
- Appraising
- Singing
- Playing an instrument (e.g. glockenspiel, recorder)

Through these activities, children will develop an understanding of the following musical concepts:

- Pulse
- Rhythm
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture

## Planning

### Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas these feed into national curriculum subjects.

The table below demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS Statutory framework and the Non-Statutory Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>
Reception	Communication and Language	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>

## Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- 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 and dance, performing solo or in groups.

In KS1 and KS2, music is taught once a week. Our school uses the Charanga scheme of work for music as the basis for its curriculum planning. The scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Charanga scheme of work links directly to the objectives in the 2014 National Curriculum. However, teachers also have access to other ideas and resources and we expect teachers to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

## National Curriculum Subject Content

### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Tasks are differentiated both by outcome and design, and group structures may be of ability, mixed abilities, age or friendship.

### Musical Activities

All activities are based around a song for each unit/half term.

- Games** embed the Interrelated Dimensions of Music through repetition
- Singing** is at the heart of all the musical learning
- Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- Improvising** with the song using voices and instruments occurs in some Units of Work
- Composing** with the song using instruments occurs in some Units of Work

To ensure that all children understand what music is and, for younger children particularly, when music lessons are taking place, the character: 'Mikey Music' introduces the learning sequence for every music lesson. The identifiable character defines what music is and

### Pupil 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. They may use recording equipment to capture live music performances for the children to use as self-assessment. Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a pupil's records, parent discussions and annual reports. Pupils' achievements are recorded half termly.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant NC programme of study.

### **Equal Opportunities**

At Longmoor, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Teachers are advised to inform parents if children show particular talents in Music e.g. recommending peripatetic lessons or attendance to choir etc.

### **Additional Opportunities**

Our in-school weekly peripatetic tuition music sessions (paid for through a rolling parental subscription), make learning music fun and give children the chance to be in a band, perform songs they love and learn life skills. Free bursaries are used to give our looked after children extra musical opportunities.

### **DRUMBA**

DRUMBA® is a high-energy workout session based around a mix of popular music whilst learning and playing a drum. It is a cross curricular class that delivers music and P.E. in one lesson and demands concentration, memory and stamina. Based around circuit training routines, class teachers deliver lessons as part of their music and PE provision throughout the year (at least two half-terms). The drums are a fantastic instrument to learn and play. They are engaging, fun, physical and wonderful for building confidence in people. Drumming demands concentration, coordination, energy and enthusiasm and for these reasons young people in particular find playing the drums very stimulating, inspiring and a great form of physical and mental stimulation. Furthermore, we have also discovered drumming

stimulates fine motor skills and core stability leading to an improvement in handwriting, physical and social skills.

### **Performing to an Audience**

Each department performs a 'large scale' performance' during the school year:

- EYFS and Year 1 / 2 - Christmas
- Year 3 / 4 - Autumn term - Harvest
- Year 5 / 6 - Summer term - end of KS2 show
- KS2 - Christmas Carol service at St. John's Church, Long Eaton
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### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music on a portable trolley where there is a selection of boxes containing equipment for a variety of pitched and unpitched work including class sets of recorders and glockenspiels.

Music lessons are normally undertaken within the classroom, however the hall is available for music tuition. Teachers are all supplied with a log on and password to the Charanga scheme of work as well as the DRUMBA website.

The music coordinator is responsible for the acquisition, allocation and maintenance of resources but all staff are encouraged to care for them. An audit of resources is carried out annually to identify any gaps but staff can request resources.

### **Monitoring and Evaluation**

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Music, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

This policy will be reviewed at least every two years.

Music Policy - updated March 2024 - Paula Macleod (Music Coordinator)