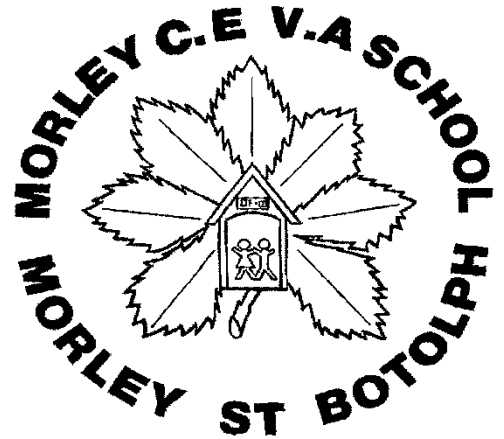


Tacolneston & Morley CE VA Primary Schools Federation



*As each has received a gift, use it to serve one another, as good stewards of
God's varied grace*

1 Peter 4:10

Work together, learn together, grow together...

Music Policy

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Autumn 2020

Head Teacher:

Governor:

Review: Autumn 2023

MUSIC POLICY

TACOLNESTON AND MORLEY PRIMARY SCHOOLS FEDERATION

Rationale

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development. The learning of music develops an awareness and appreciation of music traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. A high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal. Developing a sense of group identity and togetherness. It also increased self-discipline and creativity, aesthetic sensitivity and fulfilment.

Overview In school

We will, through the effective teaching and learning of the knowledge, skills and understanding in music, maintain and stimulate pupil curiosity, interest and enjoyment. We will teach towards the National Curriculum requirements for music along with the use of 'Charanga'. We will, wherever possible, make meaningful links with the other subjects of the curriculum through our creative curriculum approach.

Aims

At Tacolneston and Morley Primary Schools we aim to:

- Provide children with an education in music that is stimulating, enriching and inspiring through curricular and extra-curricular learning.
- Encourage confidence in all children through their involvement in music thus promoting individuals interest, motivation and creativity.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and use their voices, create and compose music on their own and with others, have the opportunity to learn to play a musical instrument
- Understand how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Objectives

Objectives of the Music Curriculum will be taught through the National Curriculum and through the Expressive Arts and design area of learning from the Early Years Foundation Stage (EYFS).

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

EYFS

Music is taught as an integral part of the topic work covered during the year and 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 develop their mathematical knowledge, experience and ability, and songs from different cultures promote an increasing knowledge and understanding of the world.

Children explore and use media and materials in music by singing songs, making music and dance, and experiment with ways of changing them. They explore their voice and a range of musical instruments and how sounds can be altered and combined together to alter the end product.

Children in EYFS are encouraged to be imaginative – they explore a range of music and use Charanga to actively engage all children. This scheme includes a variety of adult-led and child-initiated activities with the musical learning focused around nursery rhymes and action songs.

Music is part of our continuous provision of cross-curricular / topic-based work and will continue to develop and enhance their learning whilst providing enjoyment.

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.
- 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.

Teaching and Learning

At Tacolneston and Morley, we make music an enjoyable learning experience. To enable our children to meet the intentions of the Music Curriculum, we encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. We use the Charanga Musical School Scheme as well as specialist teachers' knowledge and link our music to our topics wherever possible which helps to enhance and develop their skills further. Using the Charanga scheme of work enables both specialist and non-specialist teachers to access differentiated lesson plans, assessment, clear progression and exciting and engaging resources to use each lesson.

We feel that singing lies at the heart of good music teaching and is used regularly and ... throughout the school. Through singing songs, children learn about the structure and organisation of music as well as improving their memory, musical awareness and opportunity to express themselves. As children get older, we expect them to maintain their concentration for longer and listen to more extended pieces of music. We teach the children to make music together, to understand musical notation, and to compose and appraise pieces.

Children have additional opportunities to develop their understanding of skills in music through extra-curricular activities, peripatetic lessons and outside musicians are invited to perform to the children to give them experience of live music.

Additional music teaching

Children are offered the opportunity learn and develop their skills playing a musical instrument with peripatetic music teachers. Parents who wish for their children to participate in these lessons must purchase or hire the instrument and pay the additional music lesson fees on a weekly / termly basis. These lessons are normally taught either in small groups or individually. This is an addition to the normal music teaching of the school, but usually takes places during curriculum time.

Extra-curricular clubs

We believe that music enriches the lives of people, and so involve as many children as possible in additional musical activities. We have a school choir at Tacolneston which encourages all children to join. (At Morley we have a choir that meets for events but we are hoping to extend this to meet on a more regular basis). The choir, which meets on a weekly basis, has a primary aim of enabling children to enjoy singing together but it also allows children to perform to a range of differing audiences, as well as widening their song repertoire and attending different experiences such as CASMA, Norfolk Schools Opera Project and, The Big Sing and Voice in a Million.

We also provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as well as whole class showcases. We promote these events in order to recognise and celebrate their achievements and successes.

Music curriculum planning

Where possible, music is incorporated into themes and topics covered by each year group and staff use the national curriculum and Charanga scheme of work to support their planning in order to ensure that progression is planned and that the children are increasingly challenged as they move through the school.

Resources

We keep resources for music in a central store. We are fortunate to have whole class sets of both ukuleles and ocarinas (Tacolneston) (taught in KS2) as well as glockenspiels (taught from KS1). At Morley we have a class set of glockenspiels, a set of hand bells and a set of African drums. We are able to utilise the instruments across both schools.

Assessment and Recording

Children will 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 the lessons and on completion of a piece of work, they will assess and give oral / written feedback in order to inform future progress. Older children are encouraged to make judgements about how they / their peers can improve their work.

At the end of a unit, teachers make a judgement about the work of each pupil in relation to the National Curriculum and will record these grades on Pupil Asset.

The Music leader will collect in samples of evidence on a regular basis. Photographs and recordings are a suitable form of evidence in Music lessons. Graphic scores, written response and compositions are also suitable forms of evidence. One piece of evidence should be available for each topic taught. Records of performances will also be taken into account.

Outcomes

At Tacolneston and Morley Primary School, our aim is for music to be enjoyed. We use it to promote excellence and enjoyment and to enhance each individual's spiritual, moral, social and cultural development. Music will have a strong presence throughout school life; in lessons, performances and productions, collective worship and through our school choir.

Leadership of Music

The Music Leader will follow the school's subject leadership timeline in order to ensure that the monitoring and development of the subject is maintained to a high standard by:

- Regular monitoring across the school
- Discussions with pupils
- Discussions with staff
- Provide guidance to colleagues
- Ensure that progression is being built into programmes of work
- Assist with maintaining and replenishing resources that are required
- Keep up to date with change on new initiatives that would enhance the development of music at both schools