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# Aston All Saints Church of England Primary School Music Policy

Policy reviewed by: H Searle

Subject Leader: H Searle

Reviewed: September 2022

Next review: September 2023

## Why we teach music:

Aston C of E Primary School has a rich culture with music being a strong characteristic of the school. Being an Anglican school, music is vitally important for the role it plays in uniting everyone together in their religion and celebration of faith. It brings us together as a school community and with the wider community also. It provides soul and warmth to the school and is central to expressing the Christian Faith through the art of song and music making.

At Aston C of E we believe the teaching of music impacts children's' lives in many positive ways. It is a universal language of which every person can facilitate. It inspires and motivates children and is a unique way of communicating and expressing. It is a vehicle for a child's personal expression and it can play an important part in the personal development of all. Music reflects the culture and society we live in and so children who are educated in music are better positioned to understand their world. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It develops many areas of academic learning including numeracy, literacy and plays a big part in developing coordination, aural skills, listening and appraising. It boosts confidence, provides opportunities for social interaction and therefore plays an important part in helping people feel part of a community. Music brings people together and unites one another in their faith and religion giving a sense of community and rich culture.

'Music is a moral law. It gives soul to the universe, wings to the mind and flight to the imagination',

*Plato*

## Music Intent:

At Aston C of E we aim –

- To make music is an enjoyable and 'safe' learning experience for all children in which they can take risks in their learning.

- Ensure all children have to opportunity to sing or play a musical instrument as the National Plan for music states.
- To ensure musical opportunities are accessible and fully inclusive for all children no matter what background, culture, race, gender, disability or ethnicity.
- To foster the confidence, social, emotional, moral and the spiritual development of all children through the music curriculum.
- To provide opportunities for all children to develop the skills of singing, performing, composing, improvising, listening and appraising.
- To develop musical knowledge, skills and vocabulary of all children.
- Teach a spiral curriculum that is progressive and consists of small steps in learning.
- To teach a musical curriculum which is diverse and includes a wide range of repertoire
- To develop children's' love of music and thirst for learning of the subject.
- To develop children's' knowledge of the history of music, place in society and understand the role of music in the wider world.

### Implementation of the Music Curriculum:

We teach from the National Curriculum and use the Charanga Music Scheme (to support the full delivery of the National Curriculum), to sequentially teach concepts that need to be taught and assessed. We use the KSV documents from Charanga to support small steps in learning needed to teach a spiral and well sequenced curriculum.

In Key Stage 1, children are taught to:

- 'Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music' (*National Curriculum*)

In Key Stage 2, children are taught to:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

- Develop an understanding of the history of music. (*National Curriculum*)

### Teaching and Learning:

Music is taught holistically so all children are included. It is taught largely kinaesthetically through moving, singing and playing; visually, through modelling reading notation, rhythm and symbol and aurally, through listening, responding, appraising, identifying and describing.

The teaching of music is always sequential and progressive spiralling upwards. Learning always starts from the child's prior knowledge, new concepts are taught, and these are practised and then applied. Activities to induce generative learning are used in lessons so children can demonstrate their knowledge in many different ways.

### Music at Foundation Stage:

Musical skills are embedded much more easily in the long-term memory if taught to a young child and will therefore remain there permanently. When these skills such as feeling the pulse, rhythms and recognising pitch and singing in tune are embedded at an early age, new skills are much more easily acquired in the latter years. From giving the foundation stage children a firm basis of musical skills, the children are in a better position to venture through the curriculum progression, attaining more and developing a curiosity and love of the subject.

The Charanga Early years units and a mix of musical singing games and songs are used to teach Foundation Children and all underpin the Early Years Learning Goals . For example, songs are taught which contributes to a child's personal and social development; counting songs foster a child's mathematical ability; phonetical songs help to progress a child's reading and movement songs help a child to express and be creative whilst helping them to find their individuality and sense of self.

Children partake in developing aural skills and internal musical skills through singing using the Kodaly method (relative solfa), Dalcroze Eurhythmics methods (learning music through movement), singing games and using the child's' imagination to engage the musical senses . These principles enable the children to develop a strong foundation of internal musicianship skills and musical knowledge that can then be built on in the following years in a spiral curriculum format. These readily developed skills then act as a solid basis for acquiring new musical skills and hence ready for learning an instrument in the end of key stage 1. This starting point of music education in Aston C of E is fundamental to the continuity of the rich musical environment that we have in school.

### Assessment of progress:

We assess music in a number of ways -

- Children are assessed informally as we observe them in music lessons.
- We record this progress on the Charanga assessment logs.
- Performance skills are assessed using the Charanga passports for learning. Children's' performances are recorded and stored on the Charanga assessment area and assessed

and recorded on the Charanga log. Children are encouraged to watch each other's performances, appraise and evaluate.

- Composition skills are assessed through composition tasks. These are recorded or marked by looking at written compositions in the children's' books/folders. Progress is recorded on the Charanga log.
- Assessment is used to inform future planning.

### Monitoring and review of music.

The music subject leader is responsible for:

- Monitoring the standard of children's music making.
- Checking what children know and remember. The subject leader performs a deep dive to question children on their knowledge and vocabulary and their performances skills with rhythm cards.
- Supporting colleagues in the teaching of music by giving CPD, team teaching, coaching, and pointing out resources and relevant subject specific courses for teachers to attend.
- Informing about current developments in the subject and providing a strategic lead and direction for music in the school.
- Responsible for evaluating the impact of the teaching and learning of music within the school. They lead staff meetings and giving the head teacher an annual summary report in which she / he evaluates the strengths and weaknesses in music and indicates areas for further improvement.

### Additional music teaching and musical enrichment:

- Children are offered the opportunity to study a musical instrument with a peripatetic teacher. Peripatetic music teaching is organised by the Local Education Authority's Music Service. These lessons are normally taught in small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, a string instrument, brass or woodwind instrument. Children learning to play a musical instrument and who qualify for Pupil Premium receive a reduction of 50% in the cost of music tuition.
- Whole School Singing
- Christmas plays and nativities – These are rehearsed a month before Christmas and usually rehearsed during singing time.

### Musical events in and out of school:

- Children sing at Family services and Eucharists within school.
- Children play their instruments in Family Services and Eucharists within school

- Perform and sing in assemblies and concerts
- Children sing at the Christmas plays and nativities

### The contribution of music to teaching in other curriculum areas:

#### English.

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language acquisition through singing songs about different contexts, with attention to diction, meaning, rhythm and rhyme. They use reference books, develop research skills when finding out about the history of music and musicians, and develop their knowledge on culture.

#### Mathematics.

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns, sequences and processes.

#### History and Geography

Music can be cross-referenced within historical periods allowing children to make connections with an historical era or historical event they may be learning (i.e. World War 1 or a coronation of a Queen). Geographical links can be made when studying the origin of a piece of music i.e. world music or music from the Baroque era (Italy).

#### Science:

Music can be linked to Science by looking at how sound is formed and how instruments can be made from natural and man made materials.

#### Design & technology:

The design and making of instruments is directly linked to Design and Technology.

#### Computing:

This is used in music where appropriate: to record musical performance, compose music and/or enhance their research skills through the internet.

#### Personal, social and health education (PSHE) and citizenship:

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Making music is vital for contributing to the children's sense of well-being and creative self-expression.

#### Spiritual, moral, social and cultural development:

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Aston C of E School have the opportunity to encounter music from many cultures and through their growing knowledge and understanding of this music, they develop respectful and reflective attitudes towards other cultures and societies.

## Resources:

### Resources used-

- Instruments - tuned and non-tuned
- Song books – Out of the ark, Come and Praise, Good Morning Monday, Ni Pianist for Assembly, Singing Sherlock.
- Smart board and lap top
- Computers and iPads
- Charanga
- YouTube
- Internet

### The music subject lead is in charge of –

- Implementing new resources
- Sharing resources
- Monitoring the quality of instruments, equipment and songbooks.
- Ensuring the music room that it is tidy and a workable space.
- Ordering Christmas plays and new hymn repertoire

## Music in Special Educational Needs, Equality and Diversity:

We teach music to all children, whatever their ability, ethnicity, race, gender or background. In accordance with the school curriculum policy and National Curriculum, we provide a broad and balanced education to all children using songs and musical sources from different contexts, settings, cultures and countries.

Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in music takes into account the targets set for individual children in their individual Education Plans (IEPs).

We provide whole school singing, an opportunity to sing in a choir and plenty of opportunities to play and learn an instrument for children who are unable to afford instrumental lessons though class music.

## Traditional, British Values:

We recognise the importance of teaching traditional British values to our pupils. Music is a fantastic subject to teach concepts of democracy, liberty, law, respect and tolerance of peoples' faiths and beliefs. The music we teach is diverse and reflects many different backgrounds, countries, contexts and beliefs. Music is a universal language and often contains deep themes that can be explored in terms of equality, respect, freedom and tolerance.

Signed: *H. Searle*

Date: September 2022