



Music Policy

Policy Name:	Music Policy
Approved Date:	September 2022
Review Date:	September 2023

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Music Policy

Our School Vision

Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Curriculum Intent

As stated in the National Curriculum (2014) "Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils' progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."

At Manor Primary School we believe that each child should be exposed to a broad and rich music curriculum. Music is a unique way of communicating that can inspire and motivate children through opportunities for personal expression. Music can be used to reflect culture and society and so the teaching and learning of music enables children to better understand the world we live in, and it is also important in helping children feel part of a community.

Our Curriculum Design

The music curriculum is designed to ensure **substantive and disciplinary knowledge** is built upon year on year.

Disciplinary knowledge - is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances.

Substantive knowledge - is based on the developing knowledge of the nine interrelated dimensions of music.

- Pulse
- Rhythm

Exceptionality

Collaboration

Integrity

Respect

- Pitch
- Tempo
- Dynamics
- Timbre
- Texture
- Structure
- Notation

Key Concepts:

- **Singing** - developing pitch, melody, rhythm and control individually and as part of a group.
- **Listening** - exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features
- **Composing** - improvising, composing, notating: representing sounds through symbols, standard and non-standard notation
- **Performing** - singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating
- **Musicianship** - understanding music.

Second Order Concepts:

- **Chronology** - history of music and changes over time
- **Similarity and difference** - comparing pieces of music, identifying common/different styles and techniques
- **Significance** - significant composers, pieces of music and musical movements
- **Written, oral and creative expression** - Using musical terminology, responding, refining, describing, experimenting, exploring

Curriculum Implementation

Organisation and Planning

In Early Years, children will learn to:

- Sing a large repertoire of songs
- Respond to what they hear and express their likes and dislikes

- Listen carefully to rhymes and songs, paying attention to how they sound
- Play instruments with increasing control to express their feelings and ideas
- Learn rhymes, poems and songs

In Key Stage 1, children will learn 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

In Key Stage 2, children will learn 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.
- Recognise and apply knowledge of notes including the musical staff and other musical notations.
- Explore the musical elements of pitch, duration, tempo, dynamics, timbre, texture and structure of a piece of music
- 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

For all phases of the school:

Music will permeate the curriculum and experiences will be provided for all our pupils. All learning opportunities and experiences are outlined in all schemes of work. We believe that music enriches the lives of people, and so we endeavour to involve as many children as possible in musical activities.

- At least once a week each phase of the school meets for a hymn singing assembly where children learn and practice hymns and songs for use in other assemblies and special occasions.
- We have regular informal performances in singing assemblies to celebrate the achievements of the children.

- At the start of all assemblies there is an opportunity for children to listen to new pieces of music and provides time for quiet reflection where the children can appraise what they have heard.
- The school choir (Years 4-6) usually participate in the Young Voices concert at the LG arena in Birmingham
- We also provide special opportunities for children to perform musically, such as assemblies celebrating religious festivals such as Christmas, Diwali, Easter and Chinese New Year. During these celebration times, each year group takes part in a musical performance.
- Each term there is a production which allows the children to showcase their musical abilities. Autumn term is the opportunity for Year 4 children, Spring term is the opportunity for Year 2 children and Summer term is the opportunity for Year 6 children the children.

★ Our Children's Charter

Our children are entitled to a broad and engaging music curriculum which enables them to:

- Feel successful in their learning, no matter their starting points.
- Have a rich appreciation for different styles of music
- Learn to play a range of instruments
- Have a chance to learn about music throughout history

Inclusion

At Manor Primary School, all children will have equal access to the Music Curriculum, regardless of gender, ethnicity, socio-economic background or special educational needs as outlined in the school's Equal opportunities Policy.

- Children will be provided with equal opportunities for participating and communicating their own musical ideas. 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. Suitable, enriching learning opportunities will be provided for all children based on their musical ability. Learning will be explorative and open ended, encouraging all learners to access the opportunities and develop at their own pace.

Curriculum Impact

The design of the Music curriculum at Manor Primary School, allows for all children, regardless of starting points, to make exceptional progress. Planned lessons will ensure that prior knowledge is continually built upon and the children are continuously growing their knowledge and understanding.

Children will demonstrate their ability in music in a variety of different ways. Teachers will make use of technology to capture outcomes of children's learning such as using video and sound recordings of live musical performances. On completion of a piece of work, the teacher will assess the work and give oral or written feedback or the children will complete a self-assessment by listening to/ watching their performance back. Older

Exceptionality

Collaboration

Integrity

Respect

pupils are encouraged to make judgements about how they can improve their own work. Teachers will assess children's work in music using the school Building Blocks to monitor and assess children's progress termly. Assessment is used as a tool for helping children to make future progress. Individual class teachers will keep samples of children's work for their own evidence.

At Manor Primary School we believe that by providing children with a rich music education they will be able to apply the skills, such as appraisal, that they have learnt, to different subject areas.

Links to other Policies

- Teaching and Learning Policy
- ★ • Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.