



Music Policy

Music Subject Lead: Felicity Morgan
Date: March 2024

The vision of the school:
'Learning and Growing Together'
Is underpinned by our school's core values of
Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty.

We nurture the tiny seeds (that are each individual child and our community)
to grow into the mighty tree,
as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed-
Matthew 13).

Individuals flourish in a school which is a safe, respectful and welcoming
Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

*in our character-development, hope, aspiration,
resilience and social action*

Together-

*so our community can live well together, showing
dignity and respect.*

Introduction

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 talents 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 of the musical canon. (National Curriculum, Purpose of Study)

Overview

In our school, we aim to maintain and stimulate pupil curiosity, interest and enjoyment, through the effective teaching and learning of the knowledge, skills and understanding of music. We teach the National Curriculum requirements for music, in the main, by following the Charanga Original Music Scheme. We also aim to make meaningful links with the other subjects of the curriculum through our creative curriculum approach. Children also receive tuition for a year from a Music Specialist.

Aims and objectives

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made with a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing, improvising and appreciating music.

Early Years Foundation Stage

We teach music in the Reception class as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage One

Pupils are 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 interrelated dimensions of music.

Key Stage Two

Pupils are 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 interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.
- 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 style

At St Oswald's Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach children to make music together, to understand musical notation, to improvise with instruments and to compose pieces using tuned and untuned instruments.

Intent	Research	Implementation	Impact
To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being	Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects. Research suggests that the arts participation has a greater-than-average effect on younger learners and, in some cases, on disadvantaged pupils. Wider benefits include more positive attitudes to learning and increased well-being.	<ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the NC through Charanga. • Teaching and learning shows progression across all Key Stages within the strands of music. • Professional, peripatetic teachers giving all children the opportunity to learn an instrument. • Promote a love of playing an instrument and encourage the children to play as a form of expression. 	<ul style="list-style-type: none"> • Children will achieve age-related expectations in music at the end of each school year. • Children will retain knowledge that is pertinent to music and be able to build on prior knowledge. • Children will have the opportunity to foster their instrumental skills and use this as a form of expression.
To promote a love of music and singing across a broad curriculum		<ul style="list-style-type: none"> • Participation in extra-curricular music activities is promoted e.g. local choirs and instrument groups. • Musical opportunities will be displayed I school and online to showcase and promote our love of music. • All children have experience of performing to a wider audience. Children will be aware of opportunities available to them and the possibility of accessing them. 	<ul style="list-style-type: none"> • Children will participate in wider musical activities. • Opportunities for improved well-being and confidence will be increased. • Children will gain wider audience performance experience. • Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.

Music curriculum planning

Our school uses the Charanga Music Curriculum to deliver the National Curriculum in Music. This scheme provides teachers with week-by-week lesson support for each year group in the school. It is designed for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression and engaging and exciting resources to support every lesson. The scheme supports all the requirements of the NC and gradually builds skills and knowledge over a child's primary education. In line with the curriculum for music and guidance from OFSTED, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning, encouraging participation from all children.

Segregated learning objectives at the start of each lesson are not appropriate in Music. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses, through listening and appraising, differing musical activities (including creating and exploring) and performing. Music is incorporated within other curriculum areas where appropriate, to enhance and develop skills further. Peripatetic music teachers are actively encouraged to come into school and work with children wishing to learn to play a particular instrument and for the children to form bands.

Leadership of Music

The Subject Lead will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning and timetabling across the school
- Discussions with pupils about their opinions, understanding and opportunities within Music
- Conducting learning walks
- Provide guidance and any relevant training to colleagues
- Assist with maintaining and replenishing resources that are required (budget-dependant)
- Assisting staff to implement assessment throughout the school
- Liaise with Music specialists and peripatetic teachers
- Liaise with the Music Director at St. Oswald's church
- Liaise with Senior Leadership regarding timetabling including use of the hall, rehearsal and practice space
- Showcase Music performances via the school's online channels
- Keep up-to-date with change or new initiatives that would support the development of music at our school

Music Specialist

KS2 children currently have weekly lessons with a Music Specialist for three terms, during their primary education. These lessons cover percussion instruments, glockenspiels and standard notation. The children learn to play, and compose music; this culminates in a concert to the school. Many of the children also have the opportunity to learn the ukulele; lessons are in groups and the children are able to take the instrument home to practise.

Resources

- We keep resources for music in a central store.
- The piano is in the hall.
- Every classroom (and the hall) has facility to play music from the internet.
- All school Smartboards can access the interactive Charanga music lessons online.
- All devices in school can access the Charanga Music Studio (Yumu) where children can create digital music. The children also have passwords so they can access this studio outside school.
- The school also has music creation apps on tablets and laptops (e.g. GarageBand) and a class set of headphones.

Assessment for learning

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. As the children sing, play, compose and improvise, the teacher assesses the children and gives oral or written feedback as necessary to inform future progress.

Older pupils are also encouraged to make judgements about how they can improve their own composition, improvisation and performance.

Every class is expected to perform to one another and to the school, during celebration services each year.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these achievements on iTrack. This enables the next class teacher to view the knowledge and skills of each child and cohort, and direct their teaching towards any specific gaps if needed.

Equality Act 2010; Protected Characteristics

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach Music. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle any prejudice within Music and promote understanding. We do not treat anyone differently based on the following protected characteristics; age, disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

Learning and teaching in Music is accessible for all pupils.

Spiritual, Moral, Social and Cultural Aspects

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and by showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes toward different religious, ethnic and socioeconomic groups in the local, national and global communities.

Extra-curricular opportunities

a) The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have had a school choir in the past and are working with St. Oswald's Church community to find the resources to provide one in the future.

We provide opportunities throughout the year for young musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

b) Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided through the school, when teachers are available. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, flute and piano (dependant on the availability of music teachers). This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Pupil's Instrumental Practice is enabled at school wherever possible, usually at lunchtimes, or if the child is attending Early Birds or Evening Owls (wrap-around clubs).

c) Links with Music in the Community

There are many choirs, music teachers and a Town Band in Ashbourne. There are also musical theatre groups and children's orchestras within a thirty minutes radius. The school would like to begin promoting these groups to the children and to provide support for grant applications for those children who show particular interest and/or ability but who may have financial barriers to music tuition.

We are church school and work closely with St. Oswald's C of E church; the building is opposite the school building, and church members and leaders visit regularly to take assemblies. The church and school are currently investigating a joint children's choir.

d) Links with the main secondary school (QEGS, Ashbourne)

The older KS2 children are invited to take part in QEGS Primary Arts day where they experience a music workshop in the Music Department. There are other opportunities to enjoy the QEGS show involving music, dance and drama, and a live student band.

Outcomes

At St. Oswald's CE Primary School, Ashbourne, Music is fun! It is used to promote excellence and enjoyment. It has a strong presence in the ethos of the school through assemblies, performances and productions, and in the development of extra-curricular opportunities.