

Music Policy



Policy developed by Miss Gray (Music leader): September 2022

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Theresa Taylor

Chair of Governors

Mr. Grogan

Headteacher

Policy shared with staff and shared on the school website: September 2022

'Never settle for less than your best'

MUSIC POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of Music at St. George's Central CE Primary School and Nursery. It is the decision of the staff and governors to teach Music alongside the attainment targets outlined in the 2013 National Curriculum document and the principles outlined in both the Model Music Curriculum (2020) and the National Plan for Music Education (2022). These principles will be met using schemes of work from a variety of different sources, including the Greater Manchester Music Hub, the BBC Ten Pieces, as well as Music leader designed schemes, in order to ensure that children receive a high quality Music education in both EYFS and throughout Key Stages 1 and 2.

Our Mission Statement

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part. St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Our school motto

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What is Music?

'The Power of Music to change lives' (National Plan for Music Education 2022)

At St. George's Central, we believe that Music is a powerful, unique form of communication, which can change the way that pupils think, feel and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. As an integral part of our culture past and present, Music helps pupils to understand themselves and relate to others, forging important links between home, school, Church and the wider world. The teaching of Music develops pupils' ability in the fundamental skills of listening, appraising, singing, playing instruments, improvising, composing, performing and developing an understanding of standard notation, as well as appreciating and celebrating cultural differences. It offers the opportunity for active involvement in different forms of amateur Music making, both individually and collaboratively, helping to develop a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. Music can also have many physical benefits, such as the development of the muscles around the larynx and increased fine-motor control, in addition to promoting the self-esteem and well-being of all pupils within the school setting.

Music endorses the school policy on inclusion by providing effective learning opportunities for all pupils by setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of children. Music is a means by which all children, even those who may struggle academically, can excel. In an area which has experience of deprivation, Music education provides a vital means of mitigating against social and economic deprivation, providing opportunities for children to develop their cultural capital, cultural understanding and experiences.

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Aims

- To encourage all children to enjoy and show enthusiasm towards Music.
- To develop children's capacity to express ideas, emotions and thoughts through Music.
- To promote independent Music making both in and out of school.
- To provide equality of opportunity and develop cultural capital by experiencing different genres of Music and Music from different times and cultures and to challenge stereotypes within Music composition.
- To develop children's ability to respond sensitively, constructively, analytically and critically to Music.
- To provide opportunities for all children to practically engage with the inter-related dimensions of Music (pitch, timbre, texture, tempo, duration, structure and dynamics.)
- To develop children's skills in movement, such as co-ordination and dexterity, and in aural perception and discrimination, through exploring and organising sound (vocal and instrumental).
- To develop the self-discipline necessary to listen, appraise, compose and perform.
- To make links between Music and other curriculum areas, including, Science, Geography, Maths, History, Speaking and Listening, Art and PSHE.
- To teach children about the variety of different Musical instruments, how these sound and how to use these effectively.
- To encourage each child to share responses to his/her work and that of others, both with peers and adults.
- To build children's confidence in their own Musical ability.
- To teach children to treat instruments and other Musical equipment respectfully and carefully in order to maintain the quality of provision for other children.
- Through partnerships with Wigan Music Service, Greater Manchester Music Hub and other local schools, provide children with the most up-to-date Music education which can be adapted in light of local, national and government developments.
- To provide all children with Musical interests with the opportunities and experiences to progress.
- To provide one hour per week of high quality curriculum Music in all classes across Key Stages One and Two.

Curriculum content and skills

- During Nursery Provision, children will regularly come into contact with Music, following the guidance from the 'Expressive Arts and Design' strand of the Early Years Foundation Stage Profile (2022). This will involve activities linked to the current area of study, such as singing simple songs and rhymes that can be learned by heart. Children will also be provided with the opportunity to explore and play Musical instruments.
- During Reception, children will continue to work towards the goals set out in the 'Expressive Arts and Design' strand of the Early Years Foundation Stage Profile (2022), but will also be involved in more formal Music lessons following Wigan Music Service's 'CHIME' programme' and Music leader led programmes, where instruments are used in a more directed way.
- In Key Stages 1 and 2, Music teaching will fulfil the programmes of study as outlined in the National Curriculum for Music and will follow the principles outlined in the Model Music Curriculum (2020) and the National Plan for Music (2022).
- Where possible, effective links will be made between Music and other curriculum areas to develop knowledge, skills and understanding through interconnected topics. This has been prepared on a long-term plan for each year group over cycles A and B and ensures the coverage of the National Curriculum attainment targets.
- Where links cannot be made, Music will be delivered according to the long-term plan written by the Music Leader. This has been written in order to ensure coverage of Music from different composers, genres, time periods, countries and cultures as well as ensuring coverage of a range of different instruments, body percussion and singing and ensuring children's development of their understanding of the inter-related dimensions of Music. This has been planned using a variety of different sources including the Greater Manchester Music Hub's 'Charanga' website and the BBC Ten Pieces resources.
- Pupils in upper Key Stage 2 will also access the 'Musical Futures' programme for some of their units, which involves children learning to play guitar, drums and keyboard. They will complete 'band' projects, undertaking a range of composing activities and will be encouraged to perform their compositions.
- Children will learn the subjective nature of Music and understand that it can take on many forms of expression, whilst still gaining a solid knowledge and understanding of the skills required to express themselves creatively.

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- Children will develop their listening and appraising skills during the listening element of lessons, whereby children will listen to a piece of Music at the beginning of each lesson and then will respond critically to this, either by answering directed questions about what they have heard or by discussing with peers what they noticed about the Music and what their opinion of it was and why.
- Children will be encouraged to respond critically to both theirs and their peer's work and provide positive evaluations and ideas for further development.
- Wherever possible, we will encourage visitors to our school to enhance the Musical experiences that our children have. This will include visitors from Wigan Music Service as well as other projects such as the POP Project.
- Children will be encouraged to participate and be fully involved in Music at their own level of confidence and ability.
- Children in the Year 4 cohort will be involved in the Wider-Opportunities Music initiative, which aims to provide children with free Music tuition for a year. This will allow all Year 4 children to have free access to a percussion instrument for the duration of the year, after which they can choose to continue with their instrument through peripatetic lessons.
- We will offer a variety of extra-curricular Music activities to provide children with the opportunity to take part in Music outside of the usual curriculum Music lessons. For a small cost to parents, Children in Years 2-6 can opt to have peripatetic Music lessons provided by teachers from Wigan Music Service. Also, children in Years 2-6 can join the school choir, which will focus on developing their vocal abilities through the use of chants, solo singing and group singing activities. This will also promote children's enjoyment of singing. Children in the choir will be given regular opportunities to perform to audiences throughout the year and a variety of different events, but in addition to this, a half-termly performance for parents will be held to allow the children in the choir and those receiving peripatetic lessons within school to perform to an audience on a regular basis.
- In addition to voluntary activities, school assemblies provide opportunities for all children to sing communally in our dedicated weekly singing worships, as well as in other collective worship held each week, which forms an important part of our school ethos. Children will also have the opportunity to perform regularly in school and church, for example Harvest, Christmas nativities/carol services, Easter services, KS2 end of year production.
- In order to further enhance children's understanding of genre, the timeline of Music history and to further promote the principles outlined in the Model Music Curriculum (2020) and the National Plan for Music (2022), there will be a 'composer of the month'. Children will listen to the music of this composer for each worship they attend and at the beginning of each month, they will learn facts about the composer. This will be further promoted via a corridor display, where children will be encouraged to respond to the Music they have heard.

Skills and processes in Music

The following skills and processes are central to Music Education and are reflected in Attainment Targets, progression documents and in long term planning:

- **Listening** – In order to engage actively with Music, children must listen carefully. They must be able to distinguish between Musical styles, genres and instruments used and listen for other Musical elements such as pitch, tempo, duration, timbre, and dynamics and how these are utilised within the piece of music.
- **Appraising** – To engage with music critically, being able to discuss what they have observed about music they have listened to as well as being able to describe whether they like it and how it makes them feel. Also, evaluating their own work and the work of others, offering critique and suggestions for improvement.
- **Singing** – Learning to use the voice safely, correctly and with expression when delivering vocal performances.
- **Improvising** – Using voice, body percussion or instruments, children must respond spontaneously to Music through activities such as call and response. This encourages children to think quickly and respond efficiently.
- **Composing** – engaging in individual and collaborative composing activities using voice, percussion and tuned instruments, during which children have the opportunity to make Music and practice this in preparation for performance.
- **Performing** – Having the opportunity to perform original compositions and known pieces of Music to a variety of audiences, including peers, parents/carers, school staff and members of the wider community.
- **Computing** - Pupils are given opportunities to apply and develop their ICT capacity through relevant Music programs and through engagement with the Greater Manchester Music hub.

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Cross Curricular links

- Links between Music and other curriculum subjects can be made in a variety of different ways and will be exploited wherever possible:
- **Science:** Children will learn how instruments produce sounds and how these sounds can be adapted and changed in line with the interrelated dimensions of Music.
- **History:** Children will learn about the history of Music and will learn to place composers and musicians on the musical timeline, describing in what period they composed. They will also develop some understanding of things that were happening in the world at these times.
- **Geography:** Children will have exposure to Music from different parts of the world and will develop an understanding of instruments and techniques used in different countries.
- **Maths:** Children will utilise their mathematical skills and counting through counting the number of beats in different pieces of music. They will also develop an understanding of Musical notation and note denominations.
- **Speaking and listening:** Children will spend time each lesson expressing their ideas and opinions about music they have listened to or created in pairs, groups and to the whole class.
- **PSHE:** Children will often work in pairs or groups to participate in composing activities, helping them to develop their skills of team work and collaboration. Music also enhances the children's spiritual and social well-being. Children will experience work from a wide variety of different composers, genres, time periods and different parts of the world, helping to promote equality, tolerance and challenging common stereotypes relating to the production of music.
- **RE:** As a Church of England school, many of the songs learned during singing worships are based on our strong Christian values upheld in school.
- **Book Talk:** Strong links may also be made to reading through the implementation of the 'Book Talk' strategy. Children may study the lyrics of songs, looking for meaning within these.

Resources

- A range of resources, built up over time, are stored in mobile trolleys located in the Music room. This includes a range of tuned and untuned percussion instruments, as well as a full class set of recorders. A piano, keyboards, guitars, an acoustic drumkit and an electronic drumkit are also located in the Music room.
- Full class sets of Ipads/tablets, which can be used to support Music technology using programmes such as Google chrome lab.
- The Greater Manchester Music hub has a wide range of digital resources and planning tools for teachers.
- The BBC ten pieces website has a variety of digital content available to support lessons being taught in school.
- Teachers are invited to utilise the range of percussion instruments provided by Wigan Music Service as part of the Wider Opportunities scheme and the guitars, bass and drumkit provided by FLHS, as and when necessary.

Assessment, recording and reporting

- Children's learning is assessed during lessons by class teachers. Evidence of this can be collected through photographs and sound/video recordings of children's performances. This evidence is then kept in the class Music scrapbook, which include QR codes linked to the sound/video recording that the children have created. Also contained within the scrapbooks are examples of children's responses to listening and appraising activities.
- Half termly assessments are also completed, where children are given a colour-coded assessment meaning working towards, meeting or exceeding in the areas of listening and appraising, singing, playing instruments, improvising, composing and performing.
- Appropriate progression and standards are also monitored during a block subject monitoring time by the Music leader through pupil interviews, scrutiny of scrapbooks, lesson observations and monitoring of planning.
- Parents are kept informed of the Music covered each half term via the school website curriculum overviews.
- End of year reports keep parents/carers informed of their child's progress in Music.

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The Role of the Music Leader

- To write a Music policy in consultation with other members of staff and governors.
- To provide a progression of skills document which will show expectations of what children should achieve in each year group.
- To write an annual action plan showing key areas of development for Music.
- To advise teachers on the Music curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of Music resources within an agreed budget.
- To keep up to date with recent educational thinking about the teaching of Music and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the Music curriculum and resources within the school.
- To monitor assessment data.

The role of The Governing Body

To ensure that:

- There is a current policy statement and curriculum for the teaching of Music that is in line with the National Curriculum.
- Music is included in the curriculum.
- Sufficient time and resources are devoted to Music to enable the school to meet its legal obligations and to deliver a quality Music curriculum.

The role of the Headteacher

To ensure that:

- Music is provided in accordance with the National Curriculum for all registered pupils at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Music within the school.

Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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