



*'Working and growing together'*

**Music Policy  
2020 - 2021**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>
<b>September 2020</b>	<b>AUGUST 20201</b>	<b>Helen Abbott</b>

**1. 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 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.

**2. Aims**

At Fitzwilliam Primary School we aim to:

- 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 to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

(As outlined in the 2014 National Curriculum.)

### 3. Objectives of the Music Curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### Foundation Stage:

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.

Reception access the Charanga Scheme of work. This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs.

Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities related to the developmental events taking place in their changing lives.

#### Key Stage One:

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 interrelated dimensions of music

## Key Stage Two:

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.

Pupils should be taught 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 interrelated 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

## 4. Intent and Implementation of Music at Fitzwilliam Primary School

As Music coordinator I believe that there should be a clear intent for how we plan, deliver and assess the impact when learning about Music in our school.

Intent	Research link	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- English, mathematics and science. Research suggests that arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to	<ul style="list-style-type: none"><li>• Clear and comprehensive scheme of work in line with the National Curriculum through Charanga.</li></ul> Teaching and learning should show progression across all key stages within the strands of music. <ul style="list-style-type: none"><li>• Professional musicians with teaching experience to work with Years Two and Three. <b>(Unable to offer due to Covid-19 restrictions)</b></li></ul> Children get access to being taught by real musicians. <ul style="list-style-type: none"><li>• Peripatetic teachers to come into school and teach individual</li></ul>	<ul style="list-style-type: none"><li>• Children will achieve age related expectations in music at the end of their cohort year.</li><li>• Children will retain knowledge that is pertinent to music.</li><li>• Children will have the opportunity to foster their instrumental flare and use</li></ul>

	<p>learning and increased well-being.</p>	<p>instruments to those children who wish to earn them. <b>(Unable to offer due to Covid-19 restrictions!)</b></p> <p>A love of playing an instrument promoted and encouraged in their ability to do so as a form of expression.</p>	<p>this as a form of expression.</p>
<p>To promote a love of music and singing across a broadened curriculum.</p>	<p>Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects- English, mathematics and science. Research suggests that arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased well-being.</p>	<ul style="list-style-type: none"> <li>Children will access extra-curricular musical participation opportunities such as choir, singing in the local community and Young Voices. <b>(Unable to offer due to Covid-19 restrictions)</b></li> </ul> <p>Scope for children’s participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatedened.</p> <ul style="list-style-type: none"> <li>Musical opportunities will be displayed in school and a whole school choir competition will be promoted and participated in. <b>(Unable to offer due to Covid-19 restrictions)</b></li> </ul> <p>All children get experience of performing to a wider audience. Children will be aware of opportunities available and possibility of accessing them.</p>	<ul style="list-style-type: none"> <li>Children will participate in wider musical activities.</li> <li>Opportunities for improved well-being and confidence will be increased.</li> <li>Children will gain wider audience performance experience.</li> <li>Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.</li> </ul>

## The Teaching Sequence in Music

At Fitzwilliam Primary School, Music is taught every week throughout the academic year. Every year group's units of work must include:

- Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work;
- Consistent opportunities to listen to and appraise a wide variety of musical genres;
- Consistent opportunities to perform, using voices and a wide variety of musical instruments;
- Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition;
- Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work.

In order for pupils to know more, remember more and do more in regards to music, these aspects must be evident in the implementation of the music curriculum throughout school.

## Pedagogical Approaches to Music

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
Constructivism	Enquiry-based learning
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
Liberationism	Pupil-led learning; opportunities to showcase learning
Learning, working and talking like a musician	Being introduced to the key vocabulary that a musician would use; defining the key vocabulary that a musician would use; high expectations of pupils 'talking' like a musician.

## Scheme of Work

To enable our children to meet the intentions of the Music Curriculum, it is delivered through the Charanga Musical School Scheme (**adapted for Covid-19**). This scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

Music can be incorporated within all other curriculum areas to enhance and develop skills further.

### External Agencies

In years 2 and 3, a musician comes into school to work with the children on a range of different skills. This allows the children to be taught by an actual musician. The work done in Year 2 is built upon in Year 3 to ensure progression. **(Unable to offer due to Covid-19 restrictions)**

Peripatetic music teachers are actively encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments. **(Unable to offer due to Covid-19 restrictions)**

### Extra-Curricular Activities

The after school choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences such as Young Voices. **(Unable to offer due to Covid-19 restrictions!)**

## **5. Leadership of Music**

The Music leader 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 across school by the end of the third week at the start of a term (Autumn 1, Spring 1 and Summer 1);
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of music at Fitzwilliam Primary School.

## **6. Spiritual, Moral, Social and Cultural Links to Music**

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 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 towards different religious, ethnic and socio-economic groups in the local, national and global communities.