



MUSIC POLICY

Ratified by Headteacher	16th May 2019
Next Review (3 yrs)	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

AIMS AND PURPOSES

The music education of the school will engage pupils in making and responding to music. The music teaching aims to offer pupils opportunities to:

- Develop their understanding and appreciation of a wide range of different kinds of music, develop and extend their own interests and increase their ability to make judgements of musical quality;
- Acquire the knowledge, skills and understanding needed to make music;
- Experience enjoyment and a sense of fun in music making to enhance personal well-being
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work: these include listening, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Curriculum Intent

1. **Self**-We want our pupils to develop their own understanding, appreciation and enjoyment of music through the school's music curriculum.
2. **Others**-We want our pupils to learn about different styles of music from different times and cultures and work with others to perform and appreciate music.
3. **Wider world**-We want our children to use the skills they learn in music to give them the confidence to relate to the wider world of music.

The Foundation Stage

As reception is part of the EYFS, we relate the musical development of the pupils in reception to the objectives set out in the Early Years Outcomes for Expressive Arts and Design.

At both key stages, music teaching will develop the interrelated skills of performing, composing and appraising in all activities. Furthermore, it will extend these skills by applying listening skills and knowledge and understanding of music. In particular, pupils will be helped to understand how sounds are made, changed and organised, how music is produced and how it has been influenced by time and place.

At Key Stage 1 and EYFS, pupils will learn to listen carefully and respond physically to a wide range of different kinds of music, to play musical instruments and sing a variety of songs chants and rhymes. They will add accompaniments and creating short compositions with confidence, imagination and control. They will learn to explore the way sounds and silence can create different moods and effects.

At Key Stage 2 pupils will progress to singing songs and playing musical accompaniments with greater confidence, skill, expression and awareness of their own contribution to group performance. They will improvise, and develop their own musical compositions in response to various stimuli, with increasing personal involvement, independence and creativity. They explore thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Pupils' own experiences of music will be built upon and individual responses will be recognised. Emphasis will be placed on making music fun.

LINKS TO THE EQUALITY AND DIVERSITY POLICY

The school continues actively to develop the music curriculum to:

- Promote good relations between people of different racial groups in order to encourage inclusion in the wider educational community
- Ensure that all members of the school community from all racial groups are encouraged and supported to achieve their full potential
- Prepare pupils for a life in a culturally diverse society

Resources and curriculum content is selected to ensure that it accurately reflects any changing cultural elements in the school community and that it actively teaches pupils to value the musical traditions of cultures other than their own.

CURRICULUM BALANCE

The time allocation over an academic year is as follows:

In EYFS and Key Stage 1 pupils follow the Music Express Scheme. There is a music lesson every week. The scheme is in line with the National Curriculum and has a unit for each term. The pupils have a half an hour lesson each week. Each class follows a different 2 year cycle Music Express 1 (5-6) for Class 1 and Music Express 2 (6-7) for Class 2

The scheme teaches the pupils

1. to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
2. to play tuned and untuned instruments musically.
3. to listen with concentration and understanding to a range of high-quality live and recorded music
4. to experiment with, to create, select and combine sounds using the interrelated dimensions of music.

Key Stage 2 pupils follow the Charanga Musical School Scheme for half an hour each week. This scheme is in line with the National Curriculum for music and its learning objectives. It uses an integrated, practical, exploratory and child-led approach to musical learning. Each Class will follow a 2 year cycle Year 3 and 4 units for Class 3, Year 4 and 5 units for Class 4 and Year 5 and 6 units for Class 5.

The learning within this scheme is based on:

- A. Listening and Appraising
- B. Musical Activities - creating and exploring
- C. Performing

All activities are based around a song. An activity manual is provided to support the teaching and learning. The structure of the lesson includes:

1. **Games**, which embed the Interrelated Dimensions of Music through repetition
2. **Singing**, which is at the heart of all the musical learning
3. **Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the pupils
4. **Improvising** with the song using voices and instruments occurs in some Units of Work
5. **Composing** with the song using instruments occurs in some Units of Work

The above does not include time allocated at EYFS, key stages 1 and 2 for rehearsal and performance of annual productions of which music is an element. Teachers may wish to include elements of various units, particularly ongoing skills, as part of the time allocated for this purpose. Opportunities are provided to all pupils to perform in assemblies and at church. At Key Stage 2 all children are taught to play the guitar by an external guitar teacher from the Calderdale Music Trust. At Year 2 an after school club is provided for children who wish to learn to play the recorder.

Music Progression	Singing songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Year 1	Sing a melody accurately at their own pitch.	Responds physically when performing music.	Accompany a chant song by clapping the rhythm	Identify and name classroom instruments.	Play untuned instruments with control.	Contribute to the creation of a class contribution.	Create long and short sounds using classroom instruments.	Perform and be part of an audience.
Year 2	Recognise phrase length and know when to breathe.	Respond physically when composing music.	Identify long and short sounds in music.	Create and choose sounds in response to a given stimulus.	Create sound effects.	Create and choose sounds in response to a given stimulus.	Play and sing a notated phrase.	Recognise the need for performance and audiences.
Year 3	Sing with awareness of pulse and rhythm.	Explore and choose different movements to describe.	Perform a repeated pattern to use a steady pulse.	Explore and perform different types of accompaniment.	Select instruments to describe visual images.	Create music that describes contrasting moods/emotions.	Make their own symbols for notation	Explore the way that performers are a musical resource.
Year 4	Understand how mouth shapes can affect voice sounds	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify and recall rhythmic and melodic patterns.	Explore different melodic patterns	Identify melodic phrases.	Create an accompaniment to a known song.	Make their own symbols for notation as part of a class score.	Recognise how music can reflect different intentions
Year 5	Sing songs with increasing control of breathing, posture and sound projection.	Internalise short melodies and play these on pitched percussion (by ear).	Improvise rhythm patterns.	Comment on how sounds are used to create different moods.	Identify melodic phrases and play them by ear.	Identify different starting points for composing music.	Sing songs using notation of their own.	Present performances effectively.
Year 6	Sing a round two parts and identify the melodic phrases and how they fit together.	Listen to longer pieces of music and identify features.	Perform an independent part keeping to a steady beat	Select different melodic patterns.	Create different effects using combinations of pitched sounds.	Explore, select and combine a variety of different sounds to compose a soundscape	Sing songs using staff notation.	Show an awareness of audiences, venue and occasion.