

Crosslee Community Primary School



Music Policy

June 2020

Intent

At Crosslee we consider music to be an essential and a practical subject which should be enjoyed by all children from Early Years to Year 6. Children should have an awareness of rhythm, pitch and sounds around them and these should be introduced on entry to school and developed on their school journey. We aim for all pupils to be able to:

- show awareness, enjoyment and appreciation of Music in all its forms.
- develop imagination and creativity.
- develop positive attitudes and to experience success and satisfaction in Music whatever their ability.
- have opportunities to **perform, compose, listen and appraise.**

EYFS

- develop the singing voice
- play instruments
- respond to music

KS1

- develop singing/chants/rhymes
- play tuned and untuned instruments musically
- listen to and appraise live and recorded music
- experiment with a and create sounds using the inter related dimensions of music (music elements)

KS2

- increase accuracy/fluency in singing – develop two-part singing
- play instruments in ensembles/solo/have opportunities to perform
- listen to and appraise live and recorded music
- compose using the inter related dimensions of music
- read staff and other musical notation
- develop an understanding of the history of music

Throughout their time at Crosslee Primary children develop their skills by performing, composing, appraising and listening with a focus on exploring the range of genres to enhance their cultural capital.

Implementation

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create Musical patterns and will be shown how to explore, select and organise Musical ideas, recording these in a variety of ways, (e.g.: pictorial score, by means of a digital recorder, tape recorder or video or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about Music, using Music, dance, expressive language and Musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight Musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way Music is created, performed and heard, that Music is produced in different ways and is described through invented and standard notations.

Approach

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: Literacy, Early Years, Maths, Physical and Creative development.
- As well as Music lessons in class, whole school singing sessions take place weekly and are usually led by the Music subject leader.
- Pupils are given the opportunity to listen to a range of Music at the beginning and end of our Acts of Worship.
- Choirs and Music groups are formed to encourage pupils to develop skills in performance and appreciation of music.
- Instrumental groups will be encouraged to perform in Assembly whenever performances are ready to be heard.
- There will be an Annual Christmas Concert for children to perform instrumental and choral Music and also Crosslee's Got Talent show in summer 2 term.
- We have reviewed our Scheme of Work and are using '**Charanga**' throughout the school. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.
- This can be supplemented by the subject leaders and the teacher's own input to match and complement our Creative Curriculum. The scheme also provides the necessary details, activities, accompaniments and recordings through an online musical scheme which supports our Music teaching. Each member of staff has a personal login and a scheme of work to follow.

Differentiation

*children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, instrumental performances in Assembly.

- Peripatetic teachers are used to teach steel pan lessons in school From One Education Manchester's music hub.
- Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more Musically able child.

Impact

Impact of the Music curriculum will be assessed throughout the key stages. This will form an integral part of the teaching and learning of Music here at Crosslee. This will be done by observing children working and performing, by listening to their responses and by examining work produced. Folders have been created on staff shared drive to store evidence from music sessions done in class, a piece of evidence from each class is required each term. Staff will have a breakdown of the music skills progression in line with the National Curriculum. This will help staff identify music strands when assessing pupils.

Resources

- We have a range of Music equipment and resources that can easily be moved around the school.
- There are a number of tuned instruments.
- We have keyboards available for use.
- A sound system within computers are available in every class and Charanga can be accessed through the smartboard in each class.

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Roles and Responsibilities

The Headteacher:

The Head teacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The Music Subject Leader:

The Music Subject Leader will follow the guidance set out in the stages of subject leadership document.

The Class Teacher:

The Class Teacher will be responsible for the teaching of music as set out in this policy.

