



**MANOR BEACH PRIMARY SCHOOL
MUSIC POLICY**

**REVIEW DATE: November 2019
REVIEW DUE: November 2021**

Manor Beach Primary School Music Policy

Mission Statement

Manor Beach Primary School strives to build firm foundations for our children, by offering a rich, creative and stimulating curriculum in a secure, happy and nurturing environment, based on equal opportunities for all.

Inspiring Minds, Shaping Futures

Introduction and Aims

This policy outlines the teaching, organisation and management of music taught at Manor Beach Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader.

"Imagination creates reality." Wagner

We believe that all pupils should have access to music appropriate for their age and stage of development. Learning objectives will follow and build upon the National Curriculum guidelines. The Music Scheme of work is based upon 'Charanga Musical School'.

The school aims to provide the children with opportunities 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum and School organisation

As outlined in the National Curriculum, children will:

EYFS

Express themselves through physical action and sound.

Create movement in response to music.

Sing to themselves and make up simple songs.

Make up rhythms

Culminating in the ELGs:

Expressive Arts and Design: Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them.

Expressive Arts and Design: Being Imaginative: They represent their own ideas,

thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1

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 inter-related dimensions of music.

Key Stage 2

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 inter-related 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.

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.” Plato

Curriculum Planning

Using our scheme of work ‘Charanga Musical School’, we encompass the range of skills needed in interrelate performing, composing and appraising. This ensures that children will receive:

- Ongoing skills (singing, listening and responding)
- Descriptive skills
- Disciplined skills (rhythmical and melodic)
- Ensemble skills

Long Term Planning

The music curriculum is organised as follows:

- The Foundation Stage will use the Charanga Musical School and use as appropriate to the topic being undertaken each half term. They will also use other action songs/rhymes to integrate into other subjects.
- Years 1-6 will use the Charanga Musical School Scheme of work following the Scheme Overview for each year group. Year 4 will participate in the Lancashire Music Service's Wider Opportunities programme to further engage pupils in music making.

Medium Term Planning

The school uses the Charanga Musical School scheme of work which fulfils the requirements of the National Curriculum. This creative and adaptable scheme appeals to children through its use of engaging and familiar pieces of music. Each unit has a medium term plan that lists the learning objectives, teaching activities and learning outcomes, which ensures that the curriculum is covered to inspire and extend all children's musical skills and understanding.

Short Term Planning

Charanga provides planned weekly lessons. Planning includes learning objectives, experiences and outcomes, lesson organisation, extensions and any cross curricular links. Planning is the responsibility of individual teachers and teachers can use the '1 page' planning sheets with their annotated notes for each lesson.

Cross- curricular links

"Music is what feelings sound like."

Music can make a valuable contribution to other areas of the curriculum, including: English, Mathematics, Computing, Art, History, Geography, Design Technology and RE. Music also has very strong links with aspects of PSHE.

Assessment, Record Keeping and Reporting.

Assessment is the responsibility of the class teacher and is used to:

Plan future teaching and learning

Provide summative information for parents and teachers.

A range of assessment techniques are used including:

- Teacher observation of children working.
- Discussion with and questioning of pupils.
- Marking and evaluation of any written work.
- Video recordings during each unit of work.
- Evaluation of completed work.

Learning objectives are identified in termly planning and activities are in built to the lessons, which provide opportunities for teacher assessment.

Each unit uses an assessment sheet on which the teacher indicates where the child is working for each unit of work:

- WT- working towards
- WA- working at
- WB- working beyond

The Role of the Music Subject Leader

The music subject leader will review and contribute to teacher planning.

The music subject leader will develop a policy and organise a scheme of work with the staff.

The music subject leader will assist staff in the following ways, as necessary:

- Provide consultancy and advice
- Specify and order teaching resources
- Monitor the use of and maintain resources

The subject leader's monitoring and evaluating role should include:

- Analysing pupils access to the subject
- Reviewing teachers plans
- Classroom observation
- Organisation of any extra curricular activities and links with the community.

Resources

Music resources are centrally stored on the shelves and boxes in the music stock room in KS2.

Community Cohesion

Manor Beach works hard to develop community cohesion. These links are extended in partnership with both local and global communities. In music, this includes participation in the local community, for example performances at local churches, Cleveleys Christmas Light Switch on and other events in the local community.

Review

This policy was created in April 2017

Reviewed and amended: November 2019

Review date: November 2021