

Orchard Community Primary School



Music Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	Autumn 2019	FS	New Policy
0.2	Autumn 2022	EW	Changed scheme of work

Review Frequency	Next Review Date
Every 3 years	Autumn 2025

INTRODUCTION

Music is a powerful means of communication and is one of the highest forms of creativity.

It brings children together and creates opportunities to work with one another using a universal language. It is an art that can be practiced, appreciated and enjoyed at many levels.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

Additionally, Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in.

It is a creative and fun activity but can also be a highly challenging subject.

It is our aim that all children at Orchard Primary School experience a high-quality, inspiring music education which instils a life-long enjoyment and appreciation for music.

AIMS

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

At Orchard Primary School we also aim to:

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop children's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and negotiating skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the children's musical experiences.

PLANNING & ORGANISATION

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critic the quality of music.

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Orchard Primary School. These apply to learning and teaching in Music as well as every other curriculum subject area.

Music is taught through the Creative Curriculum and is linked to particular themes throughout the year.

A progression of lessons will be planned over a five or six week blocked unit of work that is taught over a half term. The Music units of work will be taught during specific terms where strong and purposeful musical links can be made (see Appendix for Schemes of Work).

Music teaching and learning is supplemented by schemes of work from 'Kapow', an online subscription service. This in-turn informs the medium-term planning as to what is taught within Music teaching units.

The short-term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work and detailed plans are accessed through a log in portal on Kapow.

TEACHING & LEARNING

At Orchard Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. Teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Pupils are taught musical notation and how to compose music.

Within each music session there will be the following elements:

- a) A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
- b) A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
- c) The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- d) The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

Key skills are taught through bi-weekly or weekly sessions and through the exploration of new music from all around the world.

FOUNDATION STAGE

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

RESOURCES

We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards
- Music Express scheme books
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums

The school iPads are installed with applications which enable them to be used as instruments and for composition.

It is the collective responsibility of all teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

ENHANCEMENT

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

We endeavour to ensure that children have the opportunity to learn instruments, such as the piano and guitar in extra-curricular sessions throughout the academic year.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming for the 'On Safari' topic.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Whole school singing lessons take place during a weekly assembly – these are led by the music specialist and are delivered separately for each key stage.

Each half-term, pupils learn about a specific composer or musician, and listen to their music in assemblies – this will have a specific theme or idea (see Appendix).

ASSESSMENT, RECORD KEEPING AND REPORTING

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The first and last lesson in each unit is filmed to ensure teachers can assess the children progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

INCLUSION

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Orchard is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Each lesson is scaffolded to support all levels of learners to ensure everyone is able to access music.

Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that are 'talented' for music will be given the opportunity to work with the Music Subject Leader to prepare pieces of music to be performed in assemblies; as individual items and also as background music whilst children enter and leave the hall. There is also the opportunity for pupils to participate in 'Orchard Dynamo' workshops for higher attaining pupils.

THE ROLE OF THE SUBJECT LEADER

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.

The Subject Leader has regular discussions with staff about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

MONITORING AND REVIEW

The Head teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Music Long Term Plan



EYFS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Out and About in Autumn Unit 2: Exploring Sounds	Dark Nights, Bright Lights Unit 1: Celebration Music	999 Emergency! Unit 3: Music and Movement	If you go Down in the Woods Today Unit 4: Musical Stories	In the Garden – Plants Unit 5: Big Band	In the Garden - Minibeasts

KEY STAGE 1

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
A	Oh I do Like to be Beside the Seaside Year 2: Theme: On the Island British songs and sounds.	Once upon a time Year 1: Theme: Fairy tales Timbre and Rhythmic Patterns	Under the sea Year 1: Musical vocabulary	Adventure is out There Year 2: Theme: Space Dynamics, timbre, tempo and motifs.		Wild Things Year 2: Theme: Animals Classical music
B	Super Hero Me Year 1: Theme: Superheroes Pitch and tempo	Donington Detectives (Carol performance)	Ice, Ice baby Year 2: Theme: All about me Pulse and rhythm	Jurassic World Year 2: Theme: Jurassic Park introduction to the orchestra Perform using boom whackers		Green Fingers Year 2: Theme: Traditional western stories Orchestral instruments

LOWER KEY STAGE 2

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
A	<p>Earth Rocks!</p> <p>Year 3: Creating composition in response to an animation Mountains</p>	<p>Road Trip USA</p> <p>Year 3: Jazz</p>	<p>The Flintstones</p> <p>Year 4: Rock and Roll</p>	<p>Raiders & Traders</p> <p>Year 3: Developing singing technique Vikings</p>	<p>Where the Rainforest Meets the Sea</p> <p>Year 4: Body and turned percussion Rainforests</p> <p>Year 4: Samba and carnival sounds and instruments South America</p>	
B	<p>Marvellous Me</p> <p>Instrumental lesson unit South Africa</p>	<p>The Fabulous Pharaohs</p> <p>Year 4: Musical Contexts SoW: Unit 5 Ancient Egypt</p>	<p>Lights, Camera, Action!</p> <p>Year 4: Haiku, music and performance. Hanami festival</p>	<p>The Rampaging Romans</p> <p>Year 4: Adapting and transposing motifs Romans</p>	<p>May the Force Be With You</p> <p>Year 3: Ballads</p>	<p>Location, Location, Location</p> <p>Year 4: Changes in pitch, tempo and dynamics Rivers.</p>

UPPER KEY STAGE 2

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
A	<p>To Infinity and Beyond!</p> <p>Year 6: Film music</p>	<p>Let There Be Light</p> <p>Year 5: Looping and remixing</p>	<p>The Groovy Greeks</p> <p>Year 5: Composition to represent the festival of colour. Holi Festival</p>	<p>On Safari</p> <p>Year 5: South and West Africa</p>	<p>All of the Fun of the Fair</p> <p>(UKS2 performance)</p>	
B	<p>Keeping Healthy</p> <p>Year 5: Musical theatre</p>	<p>Dig for Victory</p> <p>Year 6: Songs of World War 2</p>	<p>Amazing Americas</p> <p>Year 5: Blues</p>	<p>The Vile Victorians</p> <p>Year 6: Dynamics, pitch and texture. Fingal's cave</p>	<p>Water Worlds</p> <p>(UKS2 performance)</p>	