



# **Scargill Church of England Primary School**

## **Music Policy**

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The aim of this policy is to refine what Music looks like at Scargill C of E Primary School, whilst setting out a framework that supports all stakeholders understanding, planning, teaching and assessing Music.

### **1 What is Music?**

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 Curriculum Intent**

Music and singing is integral to the life of a Scargill child. We provide a vibrant musical experience for all children. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Through our music curriculum pupils will:

- Gain enjoyment, self-confidence and a sense of achievement through musical activities
- Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.
- Acquire musical skills and understanding of musical concepts through primarily active listening then performing and composing.
- Develop their capacity to express ideas and feelings through the medium of sound.

Extra-curricular clubs such as our school/church choir, infant and junior performing arts and instrumental lessons enhance the curriculum on offer. Children taking music lessons are signposted to the South East Derbyshire Music Centre (SEDMC) who offer a huge range of musical opportunities in their sessions on a Saturday morning.

### **3 Curriculum Implementation**

At Scargill, we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga.

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via

active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition.

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition. Children are also given the opportunity to listen to and appraise a very wide variety of genres of music on entry to worship, where a different piece is played every day with a slide giving content and context about the genre and composer.

All children take part in a weekly 'Praise Worship'. Songs are taught, which are then sung in daily Worship. These are accompanied by piano, guitar or CD backing track. Children are encouraged to sing with expression and accuracy of pitch and are encouraged to practise singing in different parts, with expression and dynamics when appropriate.

## **Subject content**

### **Reception**

Foundation Stage plan music sessions to match the objectives/early learning goals referenced in the Early Years Foundation Stage (EYFS) which has been devised by staff termly into our Foundation Stage scheme of work. Children experience a range of musical activities that link either to the termly topic or to Charanga activities. 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. By the end of Foundation Stage, most children should sing songs, make music and dance, and experiment with ways of changing them. Also, they represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **Key Stage 1**

Through the Charanga scheme, pupils are 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 inter-related dimensions of music.

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## **Key stage 2**

Through the Charanga scheme, pupils are 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.
- 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.

## **7 Curriculum Impact**

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures each child's progress throughout the year

## **8 Assessment and Recording**

At Scargill C of E Primary School, we believe that assessment is an integral part of the teaching process as it allows staff to identify how secure pupil's knowledge is whilst checking that the intended curriculum has been sufficiently covered.

Assessment for learning is an on-going, continuous throughout the planning, teaching and learning cycle. Assessment is achieved through observation of children during music sessions, and recorded using the school's whole-class assessment documents as per the assessment policy.

## **9 Equal Opportunities**

At Scargill C of E Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of their social classes, gender, culture, race, special educational needs or disabilities (SEND). As a school, we promote and maintain a positive ethos whereby children demonstrate positive attitudes towards each other. Resources and support for specific individuals are carefully considered and planned for, to ensure that activities are provided at an appropriate level of challenge.

## **10 Inclusion**

All children are entitled to access the Music curriculum at a level appropriate to their needs. Despite learning being challenging, it is achievable by all children. At Scargill C of E Primary School, we aim to meet the needs of all our learners by adapting our planning, differentiating opportunities appropriate to attainment levels and using a range of teaching and learning styles as no single teaching strategy meets the needs of all pupils, especially those with SEND. The school makes full use of additional adults to ensure that identified children make progress and reach their full potential.

Additionally, more able children will be pushed and extended through differentiated activities. Through providing challenging, enhancing and enriching opportunities, more able children will be able to progress at a higher level of knowledge and understanding appropriate to their abilities and attainment levels.

## **11 Extra-curricular opportunities**

Pupils are also given the opportunity to take up peripatetic music lessons in KS2 on the flute, clarinet, violin, piano and guitar. Pupils taking these are encouraged to take part in performances of these during school events such as worships, open mornings and Summer/Christmas fayres. In addition, a KS2 choir takes place at points in the year leading to performances, and a School of Rock club happens during the Summer term with a performance taking place at the village Well Dressing celebrations. Children taking music lessons are signposted to the South East Derbyshire Music Centre (SEDMC) who offer a huge range of musical opportunities in their sessions on a Saturday morning

## **12 Roles and Responsibilities**

The subject leader's role and responsibilities are:

- To establish a secure profile of Music across the school
- To monitor lessons, planning and oversee the teaching of Music
- To ensure that there are a full range of relevant and effective resources to enhance and support Music learning
- To replace and acquire new and sufficient resources to support colleagues deliver the desired Music curriculum
- To assist colleagues in the planning, delivering and assessing of Music lessons
- To ensure that progression of key musical knowledge and skills throughout school are effectively planned for
- To keep informed of developments in the teaching and learning of Music

- To lead CPD sessions to help and support colleagues deliver Music lessons

Andrew Attenborough

Music Coordinator