



The Grange Primary School

Music Policy

2017

J.Hanson

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Introduction.

At The Grange Primary School (TGPS), we encourage children to develop a love of music, introduce them to a range of musical pieces and provide opportunities for children to learn an instrument as they get older. All children learn to create, explore, perform and enjoy music, allowing them to develop the skills they need to become musicians as well as having the experiences of hearing and appreciating a range of musical genres and cultures.

Teaching and learning in Music at The Grange Primary School.

The aims and objectives of teaching music in our school are those of the National Curriculum for Music in England 2014 (See Appendix 1). At the TGPS, we use the online Music Scheme Charanga, supported by the North Lincolnshire Music Service. This is supplemented by Music Express publications and outside music providers. See Appendix 2 for the Charanga scheme overview.

Music lessons at TGPS encourage listening, appraisal, composition and performance. Music is taught by class teachers in the first instance. Year groups also have the opportunity to have lessons led by a Music specialist with some children accessing instrumental lessons in Key Stage TwO.

The schemes of work we use allow progression and differentiation so that children of all abilities are able to access the Music curriculum and develop their skills.

Assessment

Children are assessed in Music using the aims and objectives of the National Curriculum for Music in England 2014. As objectives are met, children self-assess using rubrics and this is then used by the class teacher to inform assessments which are recorded on the school curriculum tracker along with all other foundation subjects. This tracker is then used the following year so that progression can be seen and followed as the child moves through their primary school phase.

Resources

We keep resources for music in a central store. Planning, teaching and assessment resources from Charanga are accessed online via a school subscription. There are also boxes of percussion instruments.

Music Events.

We encourage children to become involved in several musical events. The whole school take part in Sign to Sing each year, learning to perform a song in sign language. This promotes both a love of singing and awareness of those with hearing impairments, which is in keeping with the inclusive ethos of TGPS.

Local events are accessed as are National events such as Young Voices, which is attended annually by the school choir.

Our link with the local secondary school allows the children to hear a performance from the school band, enhancing their experience and appreciation of musical performances. This, we also hope instils in them a desire to want to engage in this enrichment activity when they move on to the secondary phase.

Year groups take it in turns to do a performance at key times during the year, such as Christmas and Easter where they learn performance skills in acting and singing.

Roles and Responsibilities

The subject is led by Miss J Hanson and Mrs S McDermott (2017).

Appendices.

Appendix 1

National Curriculum for England 2014 – Music Programme of Study Key Stages 1 and 2.

Taken from: <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Aims

The national curriculum for music aims to ensure that all pupils:

- 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.

Subject content

Key stage 1

Pupils should 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.

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.

Appendix 2

Charanga Scheme Overview.

Taken from: <http://www.elearningmusichubnorthlincs.co.uk/scheme>

Scheme Overview

The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum.

In line with the new curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Robin Hammerton, Ofsted National Lead for Music stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music thread through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Use the document called Expected Musical Learning in each Unit as a guide that can be discussed with the children to challenge and engage them in decisions for their next musical steps.

The End of Key Stage Expectations documents (see below) bring all the possible musical learning outcomes together for the key stage and support differentiated learning for each child, constantly building through every lesson, unit and year.

The learning within this scheme is based on:

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

Each lesson in the scheme is designed to last for 1 hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (click Freestyle Tab at the top of this page).

How to structure an hour long lesson:

Listen and Appraise - 20 mins
Musical Activities - 25 mins
Perform/Share - 15 mins

How to structure a 45 minute lesson:

Listen and Appraise - 15 mins
Musical Activities - 20 mins
Perform/Share - 10 mins