



# The Grange Primary School

## Music Policy

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## **The Grange Primary School Music Policy**

### **Introduction**

At The Grange Primary School (TGPS), we believe that music is an integral part of the school's life in general, as well as, of the learning process whether it be Maths, Phonics, English, Music or other foundation subject. Pupils are welcomed with music first thing in the morning and have the opportunity to experience different genres of music throughout the day.

In Music lessons, all pupils have exciting opportunities to listen, appraise, create and perform pieces of music, as well as, to obtain skills necessary to play musical instruments.

### **Some of the many benefits of music on aspirations and academic ability are:**

- Musical training helps to develop language and reasoning;
- A mastery of memorisation;
- Pupils learn to improve their work;
- Improved hand-eye coordination;
- A sense of achievement;
- Success in society;
- Emotional development;
- Pupils learn pattern recognition;
- Better KS2 results;
- Fine-tuned auditory skills;
- Music builds imagination and intellectual curiosity;
- Music can be relaxing.

### **Knowledge, Skills and Understanding**

*In accordance with the National Curriculum KS1 pupils should be taught:*

- to use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- to play tuned and untuned instruments musically;
- to listen with concentration and understanding to a range of high quality live and recorded music;
- to experiment with, create, select and combine sounds using the interrelated dimensions of music.

*In KS2, we continue to follow the National Curriculum and 'teach pupils to sing and play musically with increasing confidence and control' as well as:*

- to play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression;
- to improvise and compose music to arrange of purposes using the inter-related dimensions of music;
- to listen with attention to detail and recall sounds with increasing aural memory;
- to use and understand staff and other musical notations;
- to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians;
- to develop an understanding of the history of music (National Curriculum Music 2014).

***More detailed, year-by-year teaching objectives are defined in TGPS document 'Foundation Curriculum Coverage at the TGPS' (see Annex 1)***

## **Curriculum Planning**

### **Foundation Stage**

In the Foundation Stage, we follow the Learning and Development requirements of the Early Years Foundation Stage (EYFS). EYFS states that, in the foundation stage, each area of learning and development should be implemented through planned and purposeful play, and through a mix of adult-led and child-initiated activity. Thus we teach the music curriculum through a mixture of short, whole class sessions, adult guided, individual and small group activities, interaction with children in the continuous provision (indoor and outdoor) and enhancements to the continuous provision (indoor and outdoor).

On an ongoing basis, foundation stage practitioners record observations of children's achievements using Tapestry and Twitter, in this way sharing the progress achieved with the parents.

### **Key Stage 1 and 2**

Planning is carried out in week-by-week units for each year group via Charanga Musical School scheme. Every lesson in Charanga provides a high quality and unique experience of listening, appraising and performing songs from different decades and of different genres. Teachers have toolkits that ensure the right pace is chosen and necessary vocabulary is taught in the lesson.

### **How the scheme is structured**

Each Unit of Work comprises the strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up games
  - b. Optional flexible games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

There are instrumental parts to go with all Units of Work (lessons). All the instrumental parts are differentiated to challenge each child depending on their age and previous music-making experience. There is support for teachers such as on how to handle the instruments and how to rehearse to ensure accuracy and control. This scheme of work allows progression and differentiation so that children of all abilities are able to access the Music curriculum and develop their skills.

### **A possible structure of a 45 minute lesson:**

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

In order to widen the cultural experience and familiarise the pupils with the famous composers from different times, an activity The Composer of the Month (for KS2) and Composer of the Term (EYFS and KS1) is introduced. There is a selection of composers that the pupils learn about and related activities provided by *BBC Ten Pieces*.

## **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 pupil rubrics. This is then used by the class teacher to inform assessments which are recorded on the teacher assessment rubrics. The following year, this is used so that progression can be seen and followed as the child moves through their primary school phase. Teachers use the Music Skills and knowledge progression table (see Annex) to ensure continuity and progression of the musical skills and knowledge.

## **Resources**

Playing tuned and untuned instruments is one of the objectives defined in the National Curriculum. To enable the achievement of this objective, the school has two sets of percussion instruments for KS1 and two sets of more varied percussion instruments for KS2, as well as recorders for a full class. The school is also equipped with iPads that can be used to develop performance and composition skills.

KS1 classrooms are provided with A3 posters developed by the music team, that provide a quick reminder of what key elements need to be taught in that particular year group. Starting with the LKS2, each class is provided with an A3 poster that informs the pupils about the notation and musical vocabulary being taught in that particular year group.

Teachers also have access to a Listen and Appraise forms (different for KS1 and KS2) which can be used by the pupils in the lesson and later in assessment of their developing knowledge.

## **Music Events in and outside the school**

A part of social and personal development, we encourage children to become involved in several musical events outside the school. Local events (such as The Big Sing and Live Performance) are accessed as well as National events, such as Young Voices.

In school, the whole school takes 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.

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. We also have individuals who demonstrate promising prospects in playing a musical instrument. We nurture this through individualised teaching from the LA Music Support Service and also through our link secondary school; they join in an after school club and are included in their band.

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

## **Monitoring**

The Music lead, working closely with the Music Team, is responsible for monitoring the teaching of music, carrying out interim and annual scrutiny; implementing, reviewing and preparing the annual Music report and Action Plan; auditing the resources; responding to any needs or requests from staff.

Class teachers are responsible for monitoring and evaluating their planning, delivery and pupils learning in music.

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