



Music Policy

Music Policy Curriculum Statement Intent

Intent

At Elmsleigh, music is at the heart of our school. Music enables children to feel positive and helps to create the culture we have embedded. We want to provide as many inspirational and engaging opportunities as possible to enable children to create, play, perform and enjoy music and to appreciate a variety of musical styles.

Many of our children have not been exposed to a wide variety of musical experiences and we ensure that these are available during their life at Elmsleigh. By the time children leave Elmsleigh, we want every child to leave with a range of musical skills, knowledge and understanding and a love of music which they can carry with them for the rest of their lives.

Aims of Music Teaching

- ◆ To develop the ability to learn simple songs and rhythms.
- ◆ To read simple signs and symbols
- ◆ To develop skill in using musical instruments
- ◆ To practise and rehearse leading to a performance
- ◆ To communicate simple musical ideas to others
- ◆ To listen to and appreciate both recorded and live music
- ◆ To recognise and name music instruments
- ◆ To distinguish the main elements in a piece of music
- ◆ To develop skills, attitudes and attributes that support learning in other areas, e.g. listening, creativity, perseverance, self-confidence, concentration, sensitivity towards others

Implementation

At Elmsleigh, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to other. Singing is a key driver to teach a variety of cross-curricular subjects and many songs are taught using Makaton as an inclusive tool for our non-verbal SEND children.

Children's understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music

together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

In the EYFS, children are exposed to a wide range of music and songs through a language-rich environment. Singing occurs on a daily basis and is threaded through the EYFS curriculum in daily routines. Children are taught to play untuned musical instruments with increasing confidence and control. Through Nursery rhymes, children have phonics embedded through song.

Children have experience of performance to an audience which includes Harvest, Christmas, Graduation and class assemblies. Weekly whole-school singing lessons enable children to perform both traditional and modern songs and hymns and daily assemblies help to develop music appreciation with planned themes covering cultures and genres.

In our ERS, singing is an intrinsic part of the school day as a form of communication. From September 2021, Elmsleigh will be following the Charanga music scheme to provide consistency of teaching the skills required to listen, appraise, compose and perform.

During Year 2, children are taught to play the recorder for two terms and read from notation. At the end of every year, the musical talents of children are showcased through our annual talent show.

Impact

Our children leave Early Years with a love for expressing themselves through song and performance. At the end of KS1, they leave Elmsleigh as confident singers and performers with a variety of real-life experiences which they will remember forever.

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

Teaching and Learning Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, 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. Nursery and Reception classes also have access to the Charanga Music Scheme.

Key Stage One

Our school will be using the Charanga scheme (from Derbyshire Music Service) as the basis for its curriculum planning from September 2021. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)

Singing and Performing

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Additional music teaching Children can play the recorder in Year 2 and there are after-school opportunities to sing as part of a school choir.

In order to provide additional enrichment opportunities and experiences for our children, we ensure that children have access to additional musical events which include termly class-led assemblies, public performances in school and out of school. These includes an annual performance at our local church with other schools at Christmas, and an annual performance in the town centre on stage. We also visit a local school and participate in an annual 'music party' hosted by an external provider. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

Resources

The following resources are available to aid the teaching of music at Elmsleigh:

- Charanga music scheme – all teachers and TA's have individual logins
- Each class has its own set of 30 instruments.
- Larger items such as drums and glockenspiels are stored in the main hall.
- Sound system, laptop and projector in the hall
- A range of musical resources on CD which includes classical, popular and cultural music
- A selection of un-tuned percussion instruments
- Tuned instruments – glockenspiels and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings may be made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give verbal feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work.

The Music Progress Map provided by Charanga will enable teachers to assess whether children are working below, above or at the expected level at the end of each year. This will eventually be transferred onto the new Insight Assessment programme in 2022.

Equal Opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to 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:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Grouping children in mixed ability groups;
- Providing resources of different complexity, depending on the ability of the child;
- Using Intervention Assistants to support the work of individuals or groups of children where appropriate.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- Keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- Discusses progress with the team and evaluates strengths and weaknesses in music;
- Reviews the success of the Charanga music scheme and reviews evidence of children's work;
- Arranges external music providers to work with different year groups;

Karen Burton
Music leader and Headteacher

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