



MUSIC POLICY

Introduction

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. Music is a vital part of our pupils' spiritual, moral, social and cultural development. It contributes to children's self-confidence, creativity, imagination and their ability to listen with discrimination. Music allows children to express personal thoughts and feelings. It contributes greatly to the general ethos of Meadow Farm Community Primary School.

Curriculum Intent

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

Implementation of the policy

At Meadow Farm Primary School, children are taught a progression of musical concepts and skills in line with the minimum expected standards. All children are taught the knowledge, skills and understanding of Music, as outlined in the programmes of study in the National Curriculum and Development Matters documents. This is delivered through the Get Set for Music scheme of work across the school, from Reception to Year 6. The Get Set for Music Scheme provides a classroom-based, participatory and inclusive approach to music learning. The scheme provides teachers with week-by-week lesson support for each year group.

The learning within the Get Set for Music Scheme is based on these key skills:

- Listening
- Composing
- Performing
- Thinking

Within each year group, Get Set for Music splits the learning between six half termly topics. This half-termly (6-step) approach supports teachers in engaging all children in music. Each half termly topic is based around a specific theme, which allows children to apply their growing musical knowledge in a meaningful way.

There are opportunities for children of all abilities to develop their skills and knowledge in each unit. The planned progression built into the scheme of work means that children are increasingly challenged as they move up through the school. All musical learning in the scheme is based around the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamic, timbre, texture, structure and notation.

EYFS

Music plays an important role in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

In the EYFS the pupils' Early Learning Goal is:

- Sing a range well-known nursery rhymes and songs
- Performs songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

Early Years Foundation Stage Profile Statutory Guidance, Department for Education 2021

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 un-tuned 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

National Curriculum 2014

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.

National Curriculum 2014

Entitlement

At Meadow Farm Community Primary School, children receive the equivalent of at least thirty minutes of Music per week in the EYFS and KS1 and at least forty-five minutes of Music per week in KS2. This time may be organised at the class teachers' discretion, in order to best meet the needs of the overall curriculum. For example, as part of cross-curricular topics.

Additional Musical Opportunities

All children in years 1-6 take part in a Key Stage singing assembly once a week. Children learn songs related to their topic or important festivals. At Christmas, Key Stage 2 invite parents in for a Christmas Carol Concert, to share the songs that the children have been learning. The EYFS and Key Stage 1 children perform a Christmas play with singing and dancing opportunities throughout.

The Music Subject Leader will liaise and continue to link with the Derbyshire Music Hub in order to remain informed of local and national music education developments. This contact will also allow the Music Subject Leader to make links with other professionals as part of local networks and enable wider musical opportunities.

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 in the lesson. Depending on the piece of work, teachers give oral or written feedback to the child, discussing how they can improve their work.

Impact

At Meadow Farm Community Primary School, children will show:

- A good awareness and appreciation of different genres and musical traditions
- An understanding of the historical contexts of music and how it contributes to the diversity of music

- A widening repertoire which they use to create imaginative and fluent composing and performing work
- A musical understanding underpinned by their knowledge of music and their developing understanding of the Inter-Related Dimensions of Music.

Monitoring and review

The effectiveness of this policy will be reviewed once a year by the Music Subject Leader. The policy will also be reviewed in line with National Curriculum guidance or changes as appropriate.

Policy prepared by: Miss Chloe Knowles

Date prepared: November 2023

Date ratified by the Strategic Committee: 7th February 2024

(Chair of the Strategic Committee)



Signed:

Mrs M Gaiderman 07.02.24



Signed:

Mrs S Eyre 07.02.24

(Head Teacher)

Review date: February 2027