

# Sherwood Primary School

## Music Policy



September 2023

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### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act

provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## Purpose of study

Music is a universal language that embodies one of the highest forms of creativity" (National Curriculum, 2014).

With this in mind, we believe music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. 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.

## 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.

## Our interpretation of the National Curriculum for Music

We have interpreted the aims of the National Curriculum and follow **3 key areas of learning**, through which the children can develop skills and knowledge throughout their life in school.

### **1. LISTEN TO AND APPRAISE MUSIC**

- know how music is influenced by the time, place and purpose for which it was written;

### **2. MUSICAL ACTIVITIES**

## **EXPLORING THE PULSE OF THE MUSIC AND CREATING A VARIETY OF RHYTHMS**

- Enjoying playing games with music and exploring increasingly complex rhythms that can be woven through a piece of music

### **SINGING**

- Learning songs and developing technical skills to improve the vocal range and develop musicality;

### **PLAYING INSTRUMENTS**

- know how music is made through a variety of instruments;
- know and understand how sounds are made and then organised into musical structures

### **IMPROVISING**

- Learning how to improvise with voices and instruments;

### **COMPOSING**

- know how music is composed and written down;

## **3. PERFORMING AND SHARING**

- develop the interrelated skills of performing, composing and appreciating music.

## Organisation

The Sherwood Curriculum outlines in more detail how Music is planned across the whole of each key stage with each year group having areas of work allocated to them in the form of topics. The children work at levels appropriate to their ability. This follows our scheme of work and is supplemented by other singing resources, performance opportunities.

## Foundation Stage

During the foundation stage, young children are given to follow the early goals as set out in 'Music Development Matters'. Children are given opportunities to progress through a variety of practical activities which encourage **hearing and listening, vocalising and singing, moving and dancing**. Formal music opportunities are provided through music lessons alongside informal activities throughout the day in role play, phonics, outdoor investigation and play. Children are taught to sing songs by heart and perform in front of an audience using the Lancashire Scheme of Work as a basis. This provides the first step into the formal teaching of music in Key Stage 1 and 2.

## Key Stage 1

Moving seamlessly from Foundation stage, children in Key Stage 1 at Sherwood School should be thought 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

Following our scheme of work, pupils should now 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.

## Visiting performers and performance

At Sherwood Primary School, the importance of performance is appreciated as a key learning tool across all areas of music – whether it be in the classroom, assemblies, parent assemblies, end of year shows, participating in concerts. We will also aim to supplement this by giving children and opportunity to see music being performed either through visiting musicians or by attending musical events. In order to facilitate this, help and advice will be given to staff. Procedures for visits are in line with those outlined in the Visits Policy.

## Assessment and Record Keeping Procedures

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Each Class teacher is responsible for recording their pupil's progress against the objectives for that National Curriculum Unit of work. Whether the pupil is below expectations, in line with expectations or exceeding expectations will be recorded at the end of each academic year and passed on to the next teacher. Comments will be made on the end of year report and passed on to parents.

## Special Educational Needs and Disability

The children with Special Needs will have access to the full music curriculum. Some children may find music a successful way to express themselves.

Additional support will be given to these children enabling them to take a full and active role.

Tasks will also be adapted where necessary so that the children can succeed. Sensitive grouping should also minimise difficulties.

## Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

All children will be encouraged to take an active role in music activities. Visits to the immediate locality will be arranged so that all children can take part. When organising visits further afield the school will, where possible, make arrangements for those pupils who cannot afford to take part.

## Health & Safety

Visits to see performances are an important part of the Music Curriculum to develop broader awareness and, in some cases, provide the children with an opportunity to perform themselves. When visits are arranged for the pupils they must be well organised and provide a stimulating experience of a high quality. The pupils should prepare well for the visit and use the experience to good effect in the classroom on their return. The visit should be well planned by the class teacher or leader with the safety and welfare of the pupils of paramount importance.

The following Health & Safety issues must be taken into consideration:

1. A preliminary visit should be made by the teacher in charge.
2. Parents must be fully informed of any visits outside the school grounds, with consent forms signed
3. All voluntary helpers must be fully aware of the procedures and their areas of responsibility
4. The children must be fully supervised at all times, with extra care taken near water and busy roads
5. The school policy of 1:6 to be followed at KS2, and 1:4 at KS1.
6. If using the school grounds extra support should be obtained from teaching assistants/helpers.

Please see the visits policy for more detailed information.

## Links with other areas of the curriculum

As well as making its own contribution to the school curriculum, music contributes to the wider aims of primary education.

### **English**

With careful planning, music can provide opportunities for children to develop and apply their literacy skills. Reading and writing skills are essential when the children are undertaking musical composition and appraising music, when collecting information and source material, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different viewpoints and perspectives. Good oral communication skills can be developed as the children collaborate.

### **Maths**

Opportunities occur for children to apply their mathematical skills through innovative approaches to composition, counting beats, developing an understanding of pulse and appraising differences in style of music. Percussion can be used in particular in EYFS to develop both gross and fine motor skills alongside understanding of simple beats and counting.

### **ICT**

The use of ICT can help children's learning in music providing access to a wealth of information – developing composition using iPads, improvising with applications, playing music in different ways – speeding up and slowing down.

### **History**

There are close links between the two subjects and in KS2 it is important for children to develop their understanding of the history of music and apply it to their own skills and composition.

### **PSHE/British Values**

Music supports discussion about the role of people of different heritage in shaping what we listen to, our behaviours and our respect for each other. This means we will specifically listen to and appraise music of black heritage, music by women, music of different religions, music which captures messages of civil rights in the past and present. We encourage the children to listen to and appraise, discuss and ensure they understand the impact of such music in our lives today.

## PE

There are essential links between PE and music. Many lessons will include music to encourage and support controlled movement. This includes specific PE units in dance, gymnastics and various games. Music helps to provide the children with an awareness of inner pulse which is important in dance and gymnastics and is a key music skill, particularly in KS2.

## Resources

The Music Subject Leader will review resources annually as part of the annual review of subject resources. This is allocated to CPD, instruments, visiting musicians and events.

Each year, a set of recorders is purchased for a new cohort to take with them throughout their time in school.

## Role of the Subject Leader

Throughout the year the whole staff is encouraged to feedback information and ideas to the Music Subject Leader, such as how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future Music Schemes of Work.

The Music Leader is responsible for maintaining Music resources, developing continued professional development opportunities, supporting staff, monitoring planning and effectiveness.

## Monitoring and Evaluation

Monitoring and evaluation will be conducted according to the priority given to music within the School Development Plan. The timescale involved in the evaluation may differ from year to year. Evaluation is most likely to be on an annual basis but will also have to take account of any changes in the National Curriculum for music.

Evaluation and review of the Policy for music and any schemes of work will take place in line with the School Development Plan.

## Links with other Policies

These may be read in conjunction with the Music Policy for further information.

- Planning
- Visits (for performance etc)
- Role of subject Leader
- Health and Safety



- Equal Opportunities
- SEN
- Professional Development
- Assessment and Record Keeping

## Approval

Approval date: September 2023

Review date: September 2026

Signed (Headteacher): 

Signed (On behalf of the Governing Body): 