

Be Happy and Shine

# Music

# Policy

## Music Rationale

An interactive music education provides the foundations for understanding and engaging in the world of music through the specific disciplines of call and response, thematic learning and a focus of the music that surrounds us. Music is a constant throughout life, both conscious and unconscious, and all pupils should be taught specific aspects of the knowledge, methods, processes and uses of music. Music has strengths across the curriculum and should absolutely be used as a way of promoting and ensuring a positive wellbeing. Through music, pupils at Percy Main Primary School will continue to deepen their respect, care and appreciation for music and all that it has to offer both individually and as a group activity.

## Intent

We aim to enable our children to:

- Develop their enjoyment and interest in music and an appreciation of its contribution to all aspects of everyday life.
- Build on their natural ability, excitement and joy of music.
- Engage with music within their music lessons as well as throughout the curriculum.
- Use a planned scheme of music and songs to build upon learning.
- Engage with the language and vocabulary of music and ensure they are supported in using the correct vocabulary.
- Develop their basic practical skills and their ability to experiment.
- Be encouraged to make musical mistakes and to express opinion of both their likes and dislikes and give their reasons why.
- Extend their musical exposure via their local and wider community.
- Increase their ability to discuss, ask and answer their own questions.
- Discuss and recognise different musical traditions, great composers and musicians and develop an understanding of the history of music.

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## **Implementation**

Following the 2014 national curriculum for music, teachers aim to ensure that they create a universal language that knows no boundaries regardless of age, ability, differences in language or upbringing. A positive attitude to music learning within their classrooms will be introduced to increase self-confidence, creativity, a sense of achievement and a love of music. Our whole school approach to the teaching and learning of music involves the following;

- Music will follow a scheme of learning through the Sing Up programme, and in collaboration with the class teacher, to ensure a flow of music learning is present. This is a strategy to enable pupils to engage in an active lesson and to enable progression of knowledge and skills.
- Music will involve interactive lessons and will allow children to learn through call and response to help build their confidence and ability as well as their aural memory. Children are encouraged to apply their skills and have the confidence to attempt their own version of what is being taught. Planning involves teachers using the Sing Up scheme of learning as well as creating engaging lessons that link to their particular topic. Teachers use Seesaw as a way of documenting music lessons as well as any engagement with music throughout a school day.
- We will build upon the knowledge and skill development of the previous years. As the children's self-confidence, knowledge and understanding increases, and they become more proficient in music, they become increasingly confident in their growing ability to compose using voice, musical instruments and body percussion and to engage with a much more critical ear and expressive response.
- Working musically, skills are embedded into lessons and within the school environment to ensure development throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching.
- Children will be offered a wide range of visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class as well as introducing new and engaging concepts. Regular events, such as singing assembly, school choir and a monthly song showcase, will provide platforms for the children to engage as a group, as a class and as a whole school cohort as well as giving them the opportunity to showcase their wonderful singing abilities to the wider community.

## **Assessment and Recording**

Children's progress is monitored and is used to inform future teaching and learning. 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 as set out in the National Curriculum. Music is assessed alongside the non-core subjects' time frame and at the end of each unit of work. A knowledge harvest or 'cold musical task' is completed at the beginning of each unit and revisited at the end of the topic. Data is recorded termly on O'track.

In EYFS, we assess the children's musical learning and development according to the Musical Development Matters statements as well as through the Sing Up scheme of learning.

### **Impact**

Evidence of impact on the children include:

- Children learn through fun, interactive and engaging music education, that provides children with the foundations and knowledge for understanding music.
- Children engage with the sound around them which ensures that children learn through varied and first hand experiences and using their aural memory to take on and give back.
- Children are engaged in music through various school engagements and activities, workshops, trips and interactions with experts.
- Children feel a sense of community, involvement and are capable of achieving.
- Children enjoy music and this results in engaged and enthusiastic learners with confidence to showcase their sound.
- Children know how to develop their ideas and can be critical to aid their development and progression.
- Children feel positive and engage in community and show the fun they are having with music.
- Children respond positively to new music concepts as well as music that is familiar to them.
- Children can deliver both praise and constructive criticism and use that constructive criticism to build the idea they are working on.
- Teachers are confident in their teaching and assessment of music skills.
- Teachers are fully engaged and enjoy music just as much as the children do.
- Music brings joy to the school and is used to develop a positive wellbeing and a great sense of community.