



Longridge Church of England
Primary School

Music Policy

Updated: December 2021

Curriculum Intent

At Longridge CE Primary School, we offer our children a music curriculum that is exciting, creative and fun. We aim to provide enjoyment of music as a listener, creator and performer, developing confidence, creativity and a sense of achievement in all children. At Longridge CE Primary School, all children are given the opportunity to play an instrument, and are encouraged wherever possible to carry this on in later life. Children are taught to sing a wide range of songs, and to use their voices expressively. Children in Key Stage 2 are given the opportunity to join the school choir. We believe that music provides an understanding of the world in which we live and so wherever possible, children are taught about genres and origins of music. In our school we feel that it is important to share with our local community, and so we frequently take music out into the community such as libraries, hospitals, churches, old peoples' homes, fetes and cluster events. Children in our school are provided with opportunities to listen to music (visiting groups) and to participate in music in a wider context (Young Voices).

Aims of music

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.

National Curriculum

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 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

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.

Delivery of music in our school

Music in our school is taught using the Charanga scheme of work. All classes from EYFS to Year 6, receive approximately one hour of music tuition per week. This will be delivered by the class teacher, or HLTA. The only exception to this is Year 5 who will be receiving 3 Terms Ukulele, whole class ensemble tuition. Each class follows units created by Charanga, which provide opportunities for all children to develop skills and knowledge within each of the 6 units. Within EYFS, music is incorporated into continuous provision and frequently takes place outside. The progression planned into the Charanga scheme of work, means that the children are increasingly challenged as they move through school.

As well as timetabled music lessons, children develop their singing through a weekly hymn practice, and also daily singing in assembly, in school and in church.

All children are given the opportunity to perform in school concerts and productions, and are given the opportunity to join the school choir, or the church children's choir. Various classes sing to the local community and also participate in Cluster events. Children who play instruments, are encouraged to perform in assembly, and all children are given the opportunity to experience and participate in live music events (Young Voices / Lazy Mondays)

Every class teacher has access to detailed music plans, which can be found on the Charanga website. Plans are monitored by the music co-ordinator to ensure all elements are being covered. A record of pupil attainment in music is made on the annual school report, and any comment regarding significant skills, attainment or difficulty is passed on informally to the next class teacher at the end of the school year.

Assessment

Assessment forms an integral part of teaching and learning in music. This is done by observing children working and performing, by listening to their responses and by examining work produced. Wherever possible, class teachers take photographic or video evidence of performances at the end of the units. Staff also complete assessment end of unit sheets created by Charanga.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the headteacher an

annual action plan in which he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

Resources

Resources for music are kept in cupboards located in the school library. As well as these, a set of 16 glockenspiels are kept in the Year 4 classroom.

This policy is reviewed by governors annually

Member of staff responsible: Tim Nixon
December 2021