



Fladbury
Church of England First School

Music Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Every 4 years
Staff Lead:	E Rice
Date of Approval:	
Review date:	

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

John 10:10, "I came that you may have life and have it to the full."

Introduction

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

1 Purpose

1.1 As part of a new primary National Curriculum, learning Music is a requirement for children within KS1 and KS2. Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

2 Aims

2.1 Music at Fladbury First School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child’s understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

3. Teaching and Learning

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum updated 26/03/21:

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.
- 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.

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child’s development. Music comes under the ‘Expressive Arts and Design’ area of learning within ‘Exploring and Using Media and Materials’ and ‘Being Imaginative’. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the “Music Development Matters in EYFS” guidance.

3.1

Teaching is in line with the recommendations of the National Curriculum, with modifications in place, which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children.

3.2

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Music is taught in a whole-class setting, by the class teacher. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping.

Each class has a timetabled lesson however topics can also be revisited in short sessions throughout the week to consolidate knowledge. Music lessons use games and songs to maximize enjoyment. Lessons focus on listening and performing. However, when appropriate, children record written work.

3.3

Teaching strategies

Fladbury teachers use a variety of techniques to engage all types of learner. These

Happy Hearts, Open Minds, Bright Futures

techniques include:

- A multi-sensory and kinesthetic approach / games / role play / mime / rhymes / songs
- Variety of resources – flashcards / cartoons / books / stories / videoclips / ICT
- Whole-class, group, paired and individual work
- ICT
- Music is embedded into the curriculum and the life of the school through topic work, celebrations etc.
- Making lessons enjoyable in order to develop a positive attitude towards Music.

4 Assessment

4.1

Informal assessment of progress is made by the class teacher during lessons through questioning and oral feedback.

5 Leadership and Monitoring

The quality of the teaching and learning will be monitored by the subject leader.

This will include:

- learning observations and learning walks (to include pupils and governors)
- Pupil interviews/ questionnaires

5.1 The Music subject leader, as well as other leaders in the school, are responsible for developing and supporting colleagues in the teaching of Music.

5.2 The Music subject leader is responsible for keeping staff informed about current developments in the subject and for providing strategic lead and direction for the subject in the school.

6 The contribution of Music to teaching in other curriculum areas

6.1 Music brought into life of the school by using:

- Assemblies / concerts / special celebrations

7 Health and Safety

- Instruments are put away carefully after each session unless on display or in use.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

8 Spiritual, Moral, Social and Cultural Development

8.1 Spiritual development in Music

Children are taught to accept and embrace other cultures through the teaching of Music. They are encouraged to be empathetic to the cultures, beliefs and traditions of others.

8.2 Moral development in Music

Children are encouraged to show empathy and understanding to others. Stereotypes and intolerance are challenged through the teaching of music, exploring a variety of different styles and culture. The Music schemes of learning identify and explore many moral issues in a global society context.

8.3 Social development in Music

Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with different styles of music and learn from their mistakes. There is a supportive environment in Music classes where mistakes are seen as learning opportunities, rather than as failures.

7.4 Cultural development in Music

Cultural development and cultural awareness are fundamental in learning through music. Exploration of musical culture is key to finding out about differences all around us, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their musical development and accept ideas which may be 'alien' to them, as culturally significant.