CURRICULUM POLICY

Music Policy

Subject vision statement:

Why do we teach what we teach? (Our intent)

At Oak Green School, we believe that music hugely contributes to children's confidence, curiosity and motivation. These being some of the key qualities we aim to build in children through our ethos. Focusing on resilience, which is built through sharing and critiquing of performances the children are involved with. The children experience resourcefulness through the playing of musical instruments and the children using the skills they have to compose music. The quality of teamwork, which is developed through working together as a group to create music and sharing critiques to each other. Lastly, providing the children with reflectiveness, as it is demonstrated through the appraising of music and self-evaluation after a performance.

How do we teach it? (Our implementation)

Here at Oak Green, music is taught throughout each week through Charanga and is also embedded into each Year group's topic, and in stand-alone events. Children have the opportunity to listen to and appraise different genres of music and types of instruments, explore and create music through playing musical instruments, improvisation and composition. Children learn to sing confidently and tunefully, whilst performing different types of musical pieces. This allows our children to have an enriching musical experience throughout their time at school, building their confidence and skills in every year group. The children will have a vast range of experiences in music at Oak Green, as it is vital that children are exposed to as much variety as possible. These experiences will range from outside musical companies visiting the school to work with the children, watching performances which involve music (e.g. pantomimes, musicals, etc.), performing in both theatres and at school, taking part in whole school music-based events and through lessons and singing assemblies being exposed to different genres of music. This will enrich their learning through experiences, providing children with a good understanding of music. Through understanding music, children will learn how music affected change in periods of history and have contributed to change and movements throughout time. They will join up learning by studying music that coincided with historic events and impacted on different countries and religions. Children will be encouraged to interpret music through different feelings and emotions, and to understand how empowering some music can be. Furthermore, the confidence the children will learn to exhibit from performance events, will be applied to different areas of their lives to ensure that they are more outgoing and volunteer for more opportunities in the future.

What is the difference that this makes? (Our impact)

Impact will be measured through the use of observation during performances, pupil and parent's voices, group tasks (e.g. the children receive a theme or story in a group and need to compose a piece of music to symbolise that theme or story) and self-reflections based on listening, appraising, performing and technical vocabulary. Teacher and self- assessment will be used to record children's progress and achievement.

Teaching and Learning (including planning and resources):

EYFS

We teach music to our Nursery, Preschool and Reception classes as an integral part of the children's confidence building and memory games. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical
aspects of the children's work to the objectives set out in the Early Learning Goals. We ensure that music contributes to a child's personal and social development. Counting songs assists a child's mathematical ability, and traditional
rhymes and global music increase a child's knowledge and understanding of the world. We encourage children to learn, remember and recall basic melodies and patterns in music. Nursery, Preschool and Reception classes also have access to the Charanga music scheme.

KS1 & KS2

Both KS1 and KS2 use the Charanga custom scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.
The learning within this scheme is based on:

- Listening and Appraising
- Musical Activities (including Creating and Exploring)
- Singing and Performing

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are

increasingly challenged as they move through the school. All musical learning in the scheme is based around the interrelated dimensions of music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Further in KS1, children focus their attention on simple patterns and have access to portable glockenspiels to develop their musical ability.
KS2, also develop their techniques when playing glockenspiels but also focus on learning and incorporating elements of recorder playing too.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making ongoing judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will observe and assess the work and provide oral feedback. All pupils are encouraged to think deeply to improve their own work, as well as provide criticism and feedback for other children.
Individual class teachers will keep samples of children's work in music for their own evidence and upload to Charanga for ongoing observations for progress.
The music progression objectives enable teachers to assess whether children are working below, above or at the expected level at the end of each year. They will then complete a summative assessment of the child's progress at the end of the year on Target Tracker.

Equal opportunities/ Inclusion

Activities should be carefully planned by the class teacher and be scaffolded where appropriate for children of all abilities. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.
We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and scaffolding tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;

- using teachers and LSAs to support the work of individuals or groups of children.

Peripatetic Musical Opportunities

In order to enrich the musical experiences of all our children, Oak Green currently welcomes a range of external providers who work with the different year groups for a number of weekly sessions over the school year. Examples of our external providers are:

- Rock Steady for KS2 individual and partnered lessons
- Individual music tutor for piano, clarinet and saxophone
- Bucks Music host choirs and instrumentation ensembles across KS1 and KS2
- Rock Steady Music for rock bands across the whole school

Musical Performances & Events

Children have the opportunity to take part in singing practice and regular assemblies. Frequently, the children are also given the opportunity to listen to a range of music during lessons and occasionally assemblies. In the Autumn, Spring and Summer terms, a year group gets assigned to rehearse and create a show and take part in a musical performance of some kind. We encourage the musical clubs to create and host a musical form of entertainment.
Mini whole school events to celebrate national musical events take place across the school. Outside musical events (such as festivals) are offered to the children and are encouraged to be part of outside performances. We invite professional companies and local schools to hold sharing musical sessions for children to participate in.

Resources

The following resources are available to assist the teaching of music and to ensure that teaching is of a good quality at Oak Green School;

- The Hall and stage (which includes a sound system and lighting rig and deck and sourced with costumes, props and different instruments)
- A multitude of tuned instruments. Such as: pianos, guitars, glockenspiels, xylophones, recorders.
- A varied amount of un-tuned instruments. Such as: drumkits, electric drum kits, hand drums, global percussion instrumentation.
- Charanga (with logins for all teachers and HLTAs)
- Access to Rocksteady platform with additional resources for teachers to incorporate in curriculum lessons

The role of the subject leader and monitoring standards

- To support and guide the classroom practice of teachers and support staff.

- To ensure pupil entitlement to the National Curriculum
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of geography teaching and learning and provide support for and development of the subject where appropriate.
- To update documentation where necessary.
- To produce action plans for the School Development Plan and manage the budget allocated effectively.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant INSET training.
- To conduct pupil interviews.
- Lead musical based clubs annually
- Organise and time table singing assemblies
- Organise all peripatetic lessons

Review

This policy will be reviewed every year by the Music lead. At every review, the policy will be shared with the governing board.

Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and Feedback policy
- Assessment policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy

Role of the subject leader

- To join the national association of music teachers.
- To complete learning walks
- Model good music practice