




MUSIC POLICY

This Policy was approved at a meeting of the Full Governing Body on 21st November 2022

Chair of Governors: Mr L Shilling
Headteacher: Ms Y Nunn

Signed 

Chair of Governors

Signed 

Headteacher

Review Date: September 2024

The policy is written with consideration of Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.'

Our Whole School Intent Statement

At the forefront of Hampton's curriculum is equity for every child with every curriculum experience underpinned by our core values: understanding that children are unique in their needs and circumstances. We value each child as an individual, each with a unique potential for learning. Our aim is to prepare every child for life beyond Hampton, providing them an exciting and empowering curriculum with the skills, knowledge and values that equip them for today and tomorrow.

When children leave us to move on, their curriculum experiences at Hampton will ensure they have:

A sureness in themselves as a young person and their attitudes to learning

A sound knowledge of basic skills

An understanding of the moral, spiritual, cultural, mental and physical virtues they all possess

Aspiration and resilience to aim high and challenge themselves to achieve great things in the future

A sense of belonging, moral purpose, respect and tolerance for others

A set of core values which are life skills, fostering responsibility for learning and future success allowing them to be happy and confident adults.

Music Intent Statement

Music is a fundamental form of creativity and holds value and importance in the wider community and across the world as an international language. In Hampton Primary School we believe music develops self-confidence, creativity and imagination. Music education at our school promotes a life-long love of music, and opportunity for self-expression and personal achievement, led by children's interests. We believe that all pupils should have the opportunity to develop talent and interest in a wide range of musical skills (including singing, performance, improvisation, composition, musical appreciation and the history of music), and through a diverse range of musical genres from different eras and cultures.

Rationale

“Music matters because children find immense pleasure in musical participation...Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. For all of us music manifests itself in our lives in a variety of ways and significantly enhances and enriches our understanding of ourselves and the world...Both UNESCO and the UN Convention on the Rights of the Child recognise the importance of creativity and highlight the role of teachers in fostering children’s musical capacity to make connections, take risks and innovate.” (Burnard and Murphy, 2017)

At our school we use Charanga Musical School to support our music teaching and have adapted this to suit our school. Charanga Musical School provides a well-structured, accessible programme with lots of engaging, interactive resources, covering all areas of the music curriculum and providing clear progression across the units. This scheme includes all elements of the music curriculum throughout most units (half terms) including, listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. The inter-related dimensions of music are interwoven throughout each unit, developing musical skill and understanding through a repetition-based approach.

We have chosen to use specific Charanga units in our music teaching based upon our children’s interests, including a breadth of musical styles and styles, and progression across the units. There is a range of music styles in every year group and listening opportunities to appraise music from historical periods to present day. Further experience of music styles, especially traditional music, is found in cross-curricular lessons and during specific-themed topics where the music can be related fully to the country it was created and played in. Children will get a broad sense of the country and meaningful experience of the musical style, as this is embedded cross-curricular, through languages, history, art and food etc.

During their time at Hampton Primary School, every child has the opportunity to learn a musical instrument through whole class lessons with an external music teacher and, if they would like to, progress further on a musical instrument in small group instrumental lessons. Instrumental and singing lessons capture children’s enjoyment of music, build on musical skills and knowledge and inspire further music making. External music teachers provide expert knowledge and teaching of an instrument, inspiring our children with the opportunity to learn a musical instrument.

Musical enhancements through children’s performances, external musicians’ performances and extra-curricular music clubs inspire and excite our children about music, and also provide the cultural capital to ignite their aspirations.

Early Years Foundation Stage (EYFS)

Music in the EYFS is taught through the area of learning: “Expressive Arts and Design”. In Reception we regularly sing throughout the week and incorporate it within cross-curricular teaching and learning, for example in maths. We use a range of percussion instruments to develop early musicianship, creating foundations of pulse and rhythm, as well as creativity and self-expression. These musical instruments are used in discrete music lessons and in areas.

Children are exposed to music through topics, celebrations throughout the year and Charanga, creating a foundation for their musical education. Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble.

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the EYFS, children should have attained the level of development as defined by the Early Learning Goals (ELGs). For music these include:

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music in the National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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, 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.

Attainment targets

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.

Subject content for 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.

Subject content for 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 notation.
- Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Implementation

Planning

In Reception, music planning follows the EYFS, within the specific area of Expressive Arts and Design. Planning in both Key Stage 1 and Key Stage 2 follows the National Curriculum.

The subject leader works with teachers to ensure full coverage of curriculum requirements, differentiation and progression. Teachers plan weekly music lessons in line with the Medium Term Plans (MTPs), following the yearly overview for music, and this is recorded in class teachers' weekly planning. Music is widely taught using the original scheme of Charanga Musical School which meets all the statutory requirements for music in the National Curriculum. During key stage 2 children will have the opportunity to learn how to play the recorder, read music and learn about the inter-related dimensions of music.

Resources

Every year group has access to music resources in school. Every teacher and HLTA has a Charanga login. Charanga can be accessed by teachers through the class laptop and interactive whiteboard. Class sets of glockenspiels and ukuleles are used by Key Stage 1 and Key Stage 2 and are stored in music and classroom cupboards. Untuned percussion instruments are stored in the music cupboard. Key stage 2 also has access to a class set of recorders. Reception use untuned percussion instruments in discrete music lessons and in areas. External musicians provide musical instruments for their teaching where required, including brass instruments and guitars.

Delivery

- The subject leader for music is responsible for the coordination of the music curriculum across the school.
- Music is taught in all classes following the original Charanga scheme of work.
- Teaching continuously revisits musical skills throughout each year and builds on skills with progression across key stages.
- Charanga Musical School is used by teachers to support the delivery of teaching music.
- External musicians provide opportunity for children to learn musical instruments and develop their singing through whole-class and group teaching.
- Music is incorporated into Languages, PE and International activities, using music to gain a broad view of different cultures and making it more meaningful to the children.
- Whole school music performance opportunities include assemblies, school performances and church services, live or videoed.
- Visiting musicians and external music concerts enhance the music curriculum.
- Extra-curricular music activities are available for children who wish to take part, including small group instrumental teaching and music clubs.

Progression

Pupils learn music through the strands of; listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. These strands often interweave and are almost all covered every half term across all year groups. Progression is developed through the repetition and depth of learning within these strands. This is through the integration and understanding of the inter-related dimensions of music, including: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Throughout each year and across all year groups, the inter-related dimensions of music are built upon the foundation of pulse, creating a spiral of musical learning across the school. Our music teaching also aims to expose pupils to a diverse range of musical genres and musicians, across history and across different cultures.

Impact

At Hampton Primary School the impact of our music curriculum is that children enjoy music and are therefore engaged and inspired in their music making. Our children utilise their musical skills, musical knowledge and vocabulary in order to further develop their music making and understanding of music. They gain experience and understanding in all areas of music and a diverse range of musical genres so that they can develop a lifelong valuable appreciation for and enjoyment of music. At our school they are provided with the musical foundations to enhance their musical interests and education, as young musicians.

Assessment, recording and reporting

Teacher assessments of music follow the school's assessment policy. Music assessment is recorded at the end of each term, using a knowledge organiser and reported to parents at the end of each academic year. Teachers will use annotated planning and evidence books (evidencing listening and appraising, playing and performing and composing) as appropriate. Recordings and videos will be collected and stored on Charanga in Key Stage 2 and Tapestry for EYFS and Year 1 and Class Dojo for Year 2, to support assessment and celebrate musical achievement and enjoyment. Significant achievement or weakness may be noted and serve to plan appropriate challenges or intervention opportunity. Foundation Stage teachers will complete the EYFS Profile, with music coverage under the specific area of Expressive Arts and Design. In order to ensure and develop progression in music, assessment (through observation and evaluation) is an integral part of every music lesson.

The Role of the Subject Lead

To take the lead in policy development and be responsible for schemes of work that ensures progression and continuity in Music throughout the school.

To support colleagues.

- Monitoring of subject area – climate walk, book looks and observations
- To suggest assessment and record keeping strategies.
- To maintain and update subject display board in a communal area.
- To maintain and update subject area on school website.
- To monitor progress in music and advise the Head teacher on any action to take or areas to develop.
- To disseminate information to colleagues regarding up to date music curricular developments in accordance with national & local guidelines.
- To report back to staff and advise on INSET and other professional development opportunities.
- To oversee the resource needs of the subject and introduce teachers to new and appropriate materials & equipment as they become available.