



## Music Policy 2023 (Lisa Bowden)

### **Introduction**

This document draws together national curriculum guidelines and statutory requirements for Key Stages 1-2 and curriculum guidance for the Foundation Stage. It sets out a framework within which the teaching and non-teaching staff can operate and gives details of planning, teaching and assessment.

The Scheme of Work for music outlines what pupils in the different key stages will be taught, taking into account the different ability levels.

### **Our Intent**

This document is intended to inform all those responsible for the school's curriculum provision: staff with classroom responsibilities, school governors and parents.

At White Ash School we believe that it is important to promote a positive attitude towards Music amongst all of our pupils in order to develop self-confidence and a sense of achievement. We also believe that it is also a powerful form of communication that can change the way pupils feel, think and act.

The principles for Music are:

- Policy and provision are evaluated and reviewed regularly
- Resources are planned and budgeted for and in a yearly subject action plan as part of the School Development Plan.
- The governing body of the school follow their statutory responsibility in relation to Music.
- Cross curricular links will be highlighted where appropriate.

### **Aims**

Through the teaching and use of music it is intended to promote pupil's learning and extra-curricular opportunities. We aim:

1. To be pupil centered, supporting and encouraging pupil participation and success in order for music to be perceived as a pleasurable, fulfilling and rewarding part of life involving the pupil as a listener, a performer and a composer - both individually and as a group member.
2. To provide a broad, balanced, challenging and enjoyable music curriculum for all pupils – to use the *recommendations* of the National Curriculum as a foundation for our pupils learning, with high regard for differentiation for each pupil. (EYFS; KS1;KS2)
3. To include ALL PUPILS and provide access individually as appropriate.

4. To encourage opportunities to perform to the school and the wider community
5. To deliver an extensive range of musical experiences in order to:
  - encourage an appreciation of all types of music in all its forms (including different cultures and time periods).
  - teach the development of musical skills, language, concepts, ideas and awareness within the global context of the 'world of music' and the 'music of the world'.
  - To understand rhythm, pitch, timbre, notation duration
  - Develop vocal and instrumental abilities
6. To learn to take care of and use musical equipment correctly and to become aware of and respect its intrinsic value.
7. To encourage pupils to work both independently and co-operatively.
8. To develop life-long skills such as; listening skills, concentration skills, intuition, creativity, perseverance, self-confidence, working together, and a sensitivity towards others.
9. To extend children's interests and increase some pupils ability to make judgements about music musical

## **Implementation**

### **Teaching Approaches and Learning**

White Ash School has selected to use the Charanga Music Scheme provided by the Lancashire Music Hub. The scheme provides a SEND Music Scheme comprising of 24 units specifically written to deliver a music curriculum in Special Educational Needs settings. In addition to this some classes also use and adapt units from Charanga Music at KS1 and KS2 to support and engage our pupils further throughout the Charanga music scheme. These units include a variety of adult-led and child-initiated activities delivered through planning and play.

This means that in our school music is therefore planned and delivered in accordance with the rest of this policy document.

Music is taught 1 lesson per week throughout the year for approximately 30-45 minutes. (Music rhythm and rhyme is used to support learning in a wider range of curriculum areas.

### **Planning**

At White Ash planning is carried out in three stages:

#### Long Term Planning

- Identifies the main strand and themes to be covered
- Offers an overview to the breath and balance across the curriculum
- Ensures continuity and progression

#### Medium Term Planning

- Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment.
- They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills

#### Short Term Planning

- To aid the teacher and learning support staff in carrying out the lesson

- To show differentiation within the group
- To show links to educational visits – where appropriate, etc

**Extra-Curricular:** Music should be taught throughout the school, establishing cross-curricular links wherever possible e.g. Early Years; Literacy; Maths; PE/Dance; Drama. Whole school/class singing is approached through weekly assemblies, school productions (Christmas/End of Year Leaver’s assemblies). Children are also offered additional performance opportunities during school productions, religious events and cultural celebrations e.g Harvest, Diwali, Eid, Chinese New Year, Easter, Harvest, etc. KS2 pupils also have the opportunity to have musical links with other schools for special musical activities i.e. ‘Little Sing’ as part of the GLD network.

**Pupils will engage in:**

- Listening and applying music
- Knowledge and understanding developed through interrelated skills of performing,
- Composing and appraising
- The musical elements of pitch, tempo, duration, timbre, texture, dynamics
- A fundamental understanding and appreciation of music
- Working individually, in pairs, groups of 1-1 staff member
- Working with selected instruments (tuned and un-tuned) – and technology where applicable

White Ash aims to provide a sequence of challenging, motivational lessons that encourage all children to discuss what they have learnt and give them the opportunity to apply knowledge and skills in real life contexts.

**Equal Opportunities**

We incorporate music into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of music. All children have equal access to the curriculum regardless of their gender, diversity, ethnicity or cultural backgrounds. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

**Resources (used within school)**

- Charanga Musical School online website
- Music resources are stored centrally at the top conservatory on the main school ramp.
- Each year the Music Leader revises and updates an action plan with resources in mind.
- Practical assistance offered by music subject leader.
- Additional songbooks/resources kept in music store room
- Named TAs assigned to keep music store tidy and inform subject leaders

**IMPACT**

**Assessment:**

For music this means that: ‘progression of music skills and development is monitored throughout the scheme and the EYFS Progression Document/White Ash Progression document Phases 1-6.

- a) Pupils’ progress is recorded according to the skills and concepts of the unit along with pupils individual targets on a half-termly basis

- b) White Music Progression document to be updated termly for each pupil.
- c) Pupils annual progress is monitored according to the EYFS/White Ash School Progression documentation.(Phases 1-6).
- d) Progress is reported on termly basis in school reports and annual reviews for all Key Stages.
- e) Data is collected from all Key Stages and analysed at the end of the Summer Term
- f) An indication of each child's learning and ability is given within their termly reports. Parents may also receive a verbal report of their child's progress during parent's evenings.

### **Monitoring and Evaluation**

The music subject leader will monitor the progress and learning of children through observing children's during lesson observations – this may include written work (where appropriate), or oral work. The music subject leader will also communicate with staff at staff meetings or KS1/KS2 subject meetings. The monitoring of long-term, medium-term, and weekly planning for the teaching of music will be evaluated during termly subject leader days.

### **Cross Curricular Elements through Music**

Music provides opportunities for pupils to develop the skills of:

- Performing
- Communication
- Listening and Appraising
- Working alongside others
- Re-working and improving own performances

### **INFORMATION TECHNOLOGY**

Pupils will be given opportunities to apply and develop their IT capability through the use of IT tools in all Key Stages.

### **CITIZENSHIP**

Music plays a significant role in promoting citizenship through:

- Developing knowledge and understanding of different cultures and their musical traditions
- Providing opportunities for considering the influence music has on groups of people and societies.

### **SPIRITUAL, SOCIAL AND CULTURAL DEVELOPMENT**

Music provides opportunities to promote:

- Spiritual development, through helping pupils appreciate the way music is used throughout the world in religious and spiritual activities
- Social development, through working collaboratively on musical activities and experiences
- Cultural development, through helping pupils recognise differences and similarities between cultures

### **Literacy –**

- Pupils will have the opportunity to practise skills in reading, symbols or musical notation
- Music provides another dimension of self expression

## **Drama –**

- Natural links between music and drama themes are developed across all key stages

## **History and Geography –**

- Pupils will be given opportunities and experiences to discover how music can reflect historical periods of change
- Pupils will be able to develop an understanding of the importance of music throughout the world and will be taught how to associate different styles of music with different religions
- Sensory/complex pupils will be able to experience musical styles from historical periods and throughout different cultures and religions.

## **Additional Staff Training:**

Charanga Music currently provide and allocate after school training provision for a small selection of staff.

Current plans : Subject Leader to inform staff of training events provided by Charanga Music.

Inset Day Training 2024 re: engagement model and Music

## **The Music Subject Leader**

The music subject leader is responsible for monitoring the delivery of the music curriculum throughout the school and revising and updating the policy and scheme of work.

### **WHOLE SCHOOL MUSIC DELIVERY**

- a) as a 'subject'
  - a. at the Early Years Foundation Stage
  - b. using the National Curriculum Programmes of Study Key Stages 1 & 2 as a foundation
  - c. to support cross curricular learning,
- b) cross-curricular:
  - a. throughout the school day, at special events,
  - b. to mark occasions and celebrations,
  - c. accessing opportunities within and outside of the school environment

As such within the Music context our pupils learn to:

- develop vocalisation skills
- make and control vocal sounds
- use vocal sounds as forms of expression
- use IT to participate in vocal and instrumental sound making
- manipulate and control musical instruments and equipment
- make and explore sounds in structured and unstructured ways
- use symbols for musical concepts in learning and composition
- organise sound and silence in a variety of ways
- respond to musical stimuli
- listen to auditory stimulation
- feel and respond to rhythmic patterns

show and express personal preferences  
control the organization and sequence of sound and silence  
attend and listen to others, wait, anticipate and perform  
enjoy music

### Differentiation and Music

This scheme addresses the teaching of music to pupils who have Severe and/or Profound and Multiple Learning Difficulties. Such pupils have a wide range of needs and abilities, which greatly affect their access to and the manner in which they are able to participate in music activities.

Therefore, to enable us to address the range of needs of the pupils and to enable us to show progression within the activities for the appropriate Key Stage, the Programmes of Study for Music as outlined in the following section of the document and in the Scheme of Work for Music are delivered in a manner which differentiates into 3 broad levels:-

- Level 1**      Experiential/Sensory (SEND SCHEME) -  
for pupils who have profound and multiple learning difficulties and who are generally dependent upon adults. Music is delivered through the supporting adults, as experiences around the pupils, on and through the pupils body, with the use of physical and technological support to encourage pupils responses and active participation
- Level 2**      Participating – for pupils who are active participants but who require high levels of support to help them learn. Music is delivered as for Level 1 where required, with a view to moving towards Level 3
- Level 3**      Independent - for pupils who are able to participate with little or specific specialist support eg. technology equipment. Music is delivered step by step to enable pupils to develop control, skills and understanding to enable them to participate fully in learning, composing and performing

Using this differentiated approach, ensures that activities in all areas of Music are planned and delivered at the appropriate level of need and ability for all pupils, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives and pupil progression.

### The Programmes of Study and the Scheme of work for Music

*The non-statutory guidelines for Music at the Foundation Stage and Key Stages 1 to 2 and the National Curriculum Programmes of Study have been adopted to ensure that the coverage of Music includes the learning content in a way that is appropriate for pupils with Severe and/or Profound and Multiple Learning Difficulties.*

The Scheme of work for music is based on the principle that the contents of musical skills and concepts form its basis which remains unchanged. The context within which these skills and concepts are taught is however changeable as appropriate for any particular terms work. This allows for teachers creativity within the changing themes, ideas or purpose while the music teaching content remains consistent.

## **Programme of Study for EYFS**

### **Goals for creative development in music include to:**

- Listen and appraise
- Participate in musical activities – singing, improvising, and playing classroom instruments
- Singing – nursery rhymes, actions songs- building to singing and playing
- Perform and share

### **Within the context of:**

- A rich environment in which creativity and expressiveness are valued
- Resources from different cultures to stimulate different ways of thinking
- Opportunities to work alongside artists and other talented adults
- Experiencing sound through physical contact with instruments/other sound sources
- Opportunities to respond to music in different ways, such as gesture

## **Programme of Study for KEY STAGES 1 and 2**

### **THE INTERRELATED DIMENSIONS OF MUSIC: (IDM)**

- Pulse – steady beat
- Rhythm – long and short sounds over a steady beat
- Pitch – high and low sounds
- Tempo – fast and slow
- Dynamics – loud and quiet
- Timbre – the character of a sound
- Texture – layers of sound, how thick or thin music is
- Structure – how sections of a song or piece of music are ordered

Using the IDM of music as a foundation to learning through this scheme, most children will be able to :

- Listen and Appraise
- Play musical games
- Sing
- Play Instruments
- Improvise
- Compose
- Perform

Expected Musical Learning for KS1 and KS2 (further details provided by Charanga Music Online)

- Listen with direction
- Find the pulse whilst listening using movement-internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse/different pulse.
- Start to use the correct musical language to suit the style of music they are learning about
- Start to recognise different instruments
- Start to recognise and explore many varied musical styles/traditions and their basic style indicators
- Start to develop an understanding of the history and context of music.

- Using correct musical language, discuss feelings and emotions, likes/dislikes that can be linked to music

### **Musical Games**

- Play musical games and activities to build on repetition of the interrelated dimensions of music through repetition
- Start to find the pulse within the context of different songs/pieces
- Learn by copying until confidence is built
- Begin to understand how that pitch is high and low sounds
- Start to understand how pulse, rhythm and pitch work together

### **Musical Activities – Singing (adapted to meet needs and ability of pupils)**

- Learn appropriate songs for the age group/ability
- Learn rhymes/raps/songs
- Listen to a song, learn as instructed
- Have a good understanding of working together in an ensemble/small group
- Understand the importance of warming up their voices, good posture and projecting their voices
- Sing songs and melodies musically
- Sing in 2 parts where applicable

### **Musical Activities – Improvisation**

- Explore and create musical sound with their voices and instruments
- Improvise in a group until they build confidence and knowledge to improvise on their own within the context of the song learnt
- Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies
- Start to perform their own rhythms and melodies using their voice and then an instrument
- Learn a differentiated approach to improvisation. Start to perform their own rhythms and melodies with confidence and understanding. Start improvising using 2 notes, increasing to 3 notes and beyond if required.
- Improvise musically with basic knowledge of the IDM.

### **Musical Activities – Composition**

- Begin to create their own tunes and melodies within the context of the song they are learning

*Through games and exploration of ideas and basic knowledge of the IDM, children will begin to learn to:*

- Start to choose, combine, and organise patterns and musical ideas within musical structures and do this with understanding
- Start composing using 2 notes
- Record their composition in any way appropriate
- Notate music in different ways, using graphic/pictorial notation, ICT

### **PERFORM –**

- Work together as an ensemble/band

- Appreciate the importance of starting and ending together by learning to follow the conductor/band leader
- Sing and rap – one or two parts
- Play tuned/untuned instruments with some control
- Practise, rehearse and present performances with awareness of audience
- Look at how music is notated – graphic/pictorial/ICT

**At these Key Stages musical styles, genres and world cultures are delivered in an integrated manner within the context of the terms work.**

**The detailed planning for each term is provided by the *Charanga Music Scheme* – teachers/ TAs can adapt schemes to suit the ability and needs of individuals/classes (L. Bowden has copies of overview planning in Subject Leader File)**

**UPDATED MUSIC POLICY FEB 2024 LISA BOWDEN**