



# Music Policy

## Curriculum Statement

*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.*

## Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Yewtree Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

## Implementation

At Yewtree Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising.

Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

## **Impact**

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

## **Teaching and Learning Music in the Early Years**

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. 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 (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery and Reception classes also have access to Sing Up Music Scheme.

### **Key Stage One and Two Curriculum**

Our school uses Sing Up scheme (from Herts Music Service) as the basis for its curriculum planning. This scheme covers a broad and diverse range of repertoire, approaches and musical traditions. It supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening and appraising.

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. (See Appendix – Music Progress Map. This shows progression from Year 1 – Year 6).

Additional music teaching Children learn to play the recorder in Year 3 as part of First Access. There is also a Key Stage 2 choir which children are encouraged to join.

In order to enrich the musical experiences of all our children, Yewtree Primary school can offer a range of instrumental lessons in partnership with Herts music hub. Parents are requested to purchase or hire the instrument and pay the additional music lesson fees on a weekly or termly basis.

### **Musical events**

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups of children have been invited to sing in the local community and at St Albans Cathedral. We take part in the annual event 'Young Voices'. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

### **Resources**

The following resources are available to aid the teaching of music at Yewtree Primary School;

- Sing Up music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels and recorders

### **Assessment**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal 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 assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own

evidence. Sing Up includes progression snapshot lessons for each year group. These activities are videoed to provide evidence to reinforce teacher's judgements.

### **Equal opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. 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, regardless of race, gender, class or ability. 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.

### **Inclusion**

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 setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### **Role of the Subject Leader**

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the school.
- To oversee the music curriculum implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)

- Organise concerts for children to attend and organise concerts and workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.

S. Clayden

Music Subject Leader

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