



Cockfield Primary School

Music Policy

Intent

At Cockfield Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse.

At Cockfield Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Equal Opportunities

At Cockfield School we believe that all children are entitled to equality of opportunity within all subjects irrespective of race, gender, sexual orientation, religious belief, physical or mental condition or background.

Special Educational Needs and Disabilities

The school is committed to providing a curriculum that is appropriate to, and meets the needs of, every child, enabling each to reach their full potential. Teachers provide learning opportunities that are matched to the needs of their children including with learning difficulties as well as those that are identified as being more able and talented, differentiating work where necessary.

Coverage, Progression and Continuity

Planning in the foundation stage takes account of section 7, 'Expressive Arts and Design' and the age related early learning goals of the strands 'exploring and using media and materials' and 'being imaginative'. Planning for Key Stages one and two takes full account of the National Curriculum for music. Music skills and conceptual understanding progress by being based around skills development and expectations as set out in the Durham LA document, 'Progression in Music' which informs and guides our rolling two-year long-term plan which teachers are able to adapt and re-order so as to suit the needs of their pupils.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. Our school uses the Charanga scheme of work. The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National

Curriculum, and provides a practical, exploratory and child-led approach to musical learning. Music planning is highly kinaesthetic to support all learning styles and unique to each year group.

Breadth of Study

Pupils should be taught the knowledge, skills and understanding through:

- A range of musical activities that integrate performing, composing and appraising;
- Responding to a range of musical and non-musical starting points;
- Working on their own, in groups of different sizes and as a class;
- A range of live and recorded music from different times and cultures.
- From Year 2 (Year 1/2 when a mixed-age class), children will be taught to read and understand staff and other musical notations through learning to play a musical instrument.

Delivery

- Music will be taught as a subject in its own right but linked to cross-curricular topics. It will also be used to support learning in other areas of the curriculum.
- The head teacher, with support from the subject leader for Music and DCC music service, will be responsible for the co-ordination of the music curriculum across the school.
 - Music will be taught in all classes following agreed timetables and skills coverage and progression plans.
- Some aspects of music are on going and will be taught progressively throughout the year whilst others are taught in discrete 'units' at some point during the two year rolling programme.
- Music will be taught weekly in all age ranges.
- From Year 2 (Year 1/2 when a mixed-age class), pupils will be taught to read and use basic musical notations through learning to play the recorder.
- Skills are taught progressively but content and context are adaptable and are developed to suite the needs of individual groups of learners.
- Whole school delivery will include hymn practice, religious and secular celebrations, and school performances for parents and the local community.
- Durham's Music Support Service provides opportunities for children to learn musical instruments and to develop emerging talent through peripatetic music lessons.

Assessment

Assessment is undertaken in a range of ways;

Questioning in order to understand children's musical understanding, ie. open-ended questioning and using the outcomes to guide formative assessment.

Sharing what has taken place during the lesson which is also a great skill when working towards performing to an audience.

Videos and voice recordings are can be used by teachers to evaluate progression.

Termly assessments linked to the skills taught during the sessions that support the Durham LA document, 'Progression in Music'.

Foundation stage teachers will complete the Foundation Stage Profile.

The Foundation Stage

While the Charanga scheme of work is delivered in Reception. music is also taught as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

Subject Leader

In conjunction with the head teacher the subject leader's role and responsibilities includes:

- Co-ordination of music provision throughout the school.

- Support with subject knowledge.
- Update staff with current trends and developments.
 - Identify appropriate INSET for all staff.
- Identify school needs in music education.
- Ordering and purchasing of music resources.
 - Co-ordinating assessment for music.
- Identify cross-curricular opportunities including links to creativity and the arts.
- Monitor effectiveness of provision.
- Liaising with the music curriculum support teacher on music deliverance within the school.

Head teacher and School Governors

The Head-teacher has responsibility for ensuring the delivery of the National Curriculum in accordance with guidelines, monitoring the work of the subject leader and, where appropriate, setting targets with the subject leader.

The Governors are responsible for ensuring the Music policy meets the needs of all children and is delivered in accordance with National Statutory requirements within the parameters of the school budget

Staff

Class teachers have a responsibility to provide a broad and balanced musical curriculum in line with this policy and guidance. Each class teacher is responsible for planning within the EYFS Curriculum or National Curriculum Guidelines, depending on the age of the class, to provide the children with activities that are differentiated, developmental and provide opportunities of assessment.

Outside agencies

We work with the following outside agencies in the following ways:

- Durham Schools' Music Service- Supporting the deliverance of instrumental tuition by providing small group tuition for selected pupils in developing instrumental skills.
- Liaising with LA advisory team on best practice in music education where necessary.
- Use of visiting musicians to inspire and enthuse pupils.
- School visits to musical productions.
- Collaborating with local primary schools, the Durham Schools' Music Service and local organisations such as the village church, to participate in musical performances so as to share and celebrate achievements and success and highlight the value of Music in our school.

Resources

All staff are given the charanga log in to be able to access all the interactive resources on line. All instruments are stored in one place and are accessible to the specialist music teacher and all staff.

Monitoring and review

The subject leader will monitor the teaching of music and support all teaching staff with updates and resources throughout the year. This policy will be reviewed every two years.