



## **Music Policy**

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. (National Curriculum)

### **Aims:**

- 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, to 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.

### **Performing skills**

Children will be taught to sing a variety of songs, rhymes and chants from various times and countries and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Children will have an opportunity to perform their musical compositions to the rest of the school at the end of each half term.

### **Composing skills**

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways e.g. pictorial score, by means of a digital recorder, video (such as an iPad) or using notation.



## **Appraising skills**

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language, written appraisals and musical vocabulary. They will analyse and compare sounds and musical styles and will become confident at suggesting improvements for their own work and that of others.

## **Listening and applying knowledge and understanding**

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements:

- **Pitch**
- **Duration**
- **Pace**
- **Dynamics**
- **Texture**
- **Timbre**
- **Form**
- **Silence**

They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

## **Approach**

- At Abbey CofE Infants we use the Charanga Music School Scheme, supported by Warwickshire County Music Service.
- As well as music lessons in class, regular singing in school worship and Choral Worship takes place every week.
- Music club enhance the Music provision by providing children with opportunities to explore a wider range of musical activities and instruments.
- There will be opportunities for children to perform to invited audiences such as Harvest, Christmas and Easter services, year group assemblies/performance, and the Year 2 Leavers Assembly.
- In the Foundation Stage music is taught through singing nursery rhymes which help our young learners who are at an early stage of learning English. Singing rhymes is important because they improve language, cognitive, physical and social development. Children develop mouth and tongue muscles by speaking the rhymes and increase memory and recall skills. Hearing nursery rhymes helps children learn



how sounds are put together to make words and sentences, and children begin to understand the rhythm and inflection of language.

- Year 2 children have access to the ukulele's in class scheme through 'Charanga' allowing them the opportunity to develop skills in learning a tuned musical instrument.

## **Scheme Overview**

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. It is an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## **How the Scheme is structured**

Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

## **Mastery in your music lessons**

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.



## **Inclusion (please refer also to the School's Inclusion Policy)**

Inclusion is about every child having opportunities to take part in the same musical lessons and activities

- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **Assessment**

- Teachers assess music by listening to the responses of children to the music that they hear and play.
- In the EYFS significant work is recorded on Tapestry. Teachers assess children against the Early Learning Goals in line with National standards.
- In KS1 teachers will assess the children's responses to music and how they use instruments and musical ideas to create their own music. Cameras and iPads are used to record performances for evaluation.
- Each class has an electronic floor book that enables teachers to store videos and images to show progression within music.

## **Moderation and Review**

- The Music subject leader will meet regularly with year teachers to review the effectiveness of music teaching across the school.
- The Music subject leader will carry out a learning walk to monitor Music provision and implementation and provide feedback to colleagues.
- The Music subject leader will carry out a work scrutiny and provide feedback to colleagues.
- The subject leader will track progress and attainment in Music through analysis of termly assessment.

## **Resources**

- We have a range of music equipment and resources which are stored in the hall. There are a number of tuned and untuned instruments.
- We have a piano in the hall.
- We have access to a library of online music/songs via Out of the Ark.

Review Date: September 2024