



Music Policy

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| Policy Owner | Miss R Powell |
| Date Approved | |
| Governor Signature | |
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| Governor Role | Chair |

| <u><i>Admin use only</i></u> | |
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| Headteacher's File | |
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This policy describes the current provision for Music at Loxdale Primary School, as defined in the *National Curriculum 2013*. It will illustrate the aims, entitlement, planning, management and assessment of music within Loxdale Primary School.

1. Introduction

At Loxdale, the curriculum is a powerful tool that promotes a love of learning, willingness to explore and the time to have fun. Staff continually review and update the curriculum that is offered to the children to ensure that we continue to support and challenge the children to achieve their goals and aspirations.

2. Rationale

Music offers a unique means of communication that can excite, motivate and inspire. From an early age, children have a growing awareness of rhythm, pitch and the sounds around them. For a child, music can be a vital means of personal expression, and can remain an important part of their emotional development well into adulthood. Music reflects the socio-cultural climate in which we live, and so enables children to better understand the wider world. It is essentially a practical, creative subject, allowing children to experiment and explore. Music can also be a very communal subject, encouraging a real sense of togetherness and co-operation.

3. National Curriculum

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.

4. Aims and objectives

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, 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



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 interrelated dimensions of music.

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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Loxdale's Interpretation

To achieve this aim, Loxdale Primary School uses Charanga Music School. Charanga works in very close partnership with Wolverhampton Music School Hub. It is a living cloud-based resource that brings together great music, modern pedagogy and the latest educational technology.

5. Teaching and learning styles

The school uses a variety of teaching and learning styles in music lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of creating and composing a piece of music includes exploring and developing ideas, and evaluating and developing work. We achieve this through a combination of whole-class teaching, individual exploration and group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them.

Loxdale Primary School promotes the use of visual, auditory and kinaesthetic teaching methods and resources to ensure that all learning styles are provided for in a given lesson.



The scheme of work draws heavily on a range of materials and resources, including practical use of instruments, samples of music to listen to, and a range of multimedia.

6. Equal Opportunities and Inclusion

Music is an inherently inclusive medium accessible to all, regardless of ability or language background. Nonetheless, we recognise that children differ in their needs and ability, and provide suitable learning opportunities for all children by encouraging active participation in lessons, and by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Grouping children by ability, and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups;
- Providing specialist support where individual children have particular gifts or talents.

7. Planning and Implementation

Music is taught by class teachers who follow the Music scheme Charanga. Reception to Year 6 follow the scheme to ensure continuity. This scheme provides fully planned and digitally resourced units of work. Each half term provides the opportunity to learn a new style of music and focus on a specific area of musical skill. The learning within each unit is based on: **Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing**. The Charanga Musical School Scheme provides week-by-week lesson support for each year group in Loxdale, this includes lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

8. Music in the Foundation Stage

The teaching of music at Loxdale in the Early Years is directly informed by the Early Years Foundation Stage Profile, which underpins the curriculum planning for children from birth to 5 years of age. Music contributes to the Expressive Art and Design element of the profile, however, links can also be made to Physical Development as the children develop their sense of movement and response to sounds. The range of experiences at Loxdale encourages children to make connections between one area of learning and another, and so extends their understanding. As well as using Charanga for a music session we also provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to experience professional musicians and other adults. The activities which are child initiated or adult led are imaginative and enjoyable.

Loxdale's music curriculum meets the needs of the Early Learning Goals through a series of topics set out in a long term plan. Medium term planning shows links to Expressive Art and



Design each half term. This is uploaded onto the platform and also kept in the teacher's planning file.

9. Continuity and Progression

We plan the activities in music so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan differentiation and progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Our music planning is geared to three aspects of progress

- increasing breadth and range of musical experiences
- increasing challenge and difficulty in musical activities
- increasing confidence, sensitivity and creativity in music making

10. Contribution of Music to teaching in other curriculum areas

English

The successful acquisition of reading and writing in early childhood depends on a solid background in oral language skills. Thus, children can gain knowledge and confidence in oral language through music. Oral language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way. Children can use songs to experiment with grammatical rules, rhyming patterns, repetitive language, and other stylistic devices (e.g., alliteration).

Music provides many opportunities for speaking and listening, which can lead directly into a writing task. It is a way for children to remember stories and learn about the world around them. Using music as a stimulus can effect one's emotions and make information easier to remember. Music also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning.

Mathematics

Children can practice a range of mathematical concepts through music. It can provide a repetitive, fun stimulus to aid children's mental maths and rapid recall, particularly their counting skills, number bonds, times tables, and knowledge of the four operations.

Personal, social and health education (PSHE) and citizenship

Music contributes to the teaching of certain elements of personal, social and health education and citizenship. The children are given opportunities to discuss how they feel about their own work, and the methods and approaches used by others. They are given the chance to meet and talk with musicians and other talented adults during their work.



Spiritual, moral, social and cultural development

The teaching of music offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. The communal nature of musical compositions encourages co-operation, teamwork and shared experiences. It helps them to develop a respect for the abilities of other children, and thus develop a better understanding of themselves. The socio-cultural nature of music enables children to study and empathise with a range of cultural, ethnic and political groups across the current and historical world.

11. Assessment for learning, recording and reporting

Pupils' progress is assessed and monitored through the children's participation in musical activities. Every child has music targets taken from the Charanga Music School Scheme. Children self-assess using these targets and teachers use them as an overall judgment.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future. This method of recording enables the teacher to make ongoing assessments to ensure at least good progress is made. An annual assessment of attainment for each child is recorded at the end of each academic year which is shared with parents and carers via pupil reports. This information is also passed on the next teacher at the end of each year.

12. Resources

Music is served by a range of tuned and non-tuned instruments that are located on music trolleys, stored in the PE cupboard in the hall, which can be wheeled into classrooms. The coordinator takes an audit of resources each year to ensure that there are ample instruments to fulfil the requirements of the National Curriculum. This audit is uploaded to the learning platform and staff are able to add any future requirements onto a 'wish list', which is then used to inform further orders.

Each child in Year 4 is given the opportunity to learn how to play a range of instruments, tutored by a qualified music practitioner. This is followed by the opportunity in Year 5 for each child to learn another instrument. The children in Year 6 also get the chance to participate in Wolverhampton's 'Diversity' performance each year. This requires the children to learn a song, accompany their performance with dance/instruments and perform it as part of a communal celebration.

13. Monitoring and review

The quality of teaching and learning in music is monitored and evaluated by the Senior Leadership Team and the subject coordinator as part of the school's agreed cycle of lesson observations. The subject is also monitored regularly as part of whole-school monitoring timetable, which is undertaken by the subject coordinator.



This policy will be reviewed every 3 years as part of the school development plan cycle.

Signed: _____

Date: _____

Chair of Governors

Signed: _____

Date: _____

Link Governor

Review Date: September 2026