



Thornaby Church of England Primary School

Music Policy

Intent

At Thornaby Church of England Primary School, our intention is that 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. Our objective is to develop a curiosity for the subject, as well as gain an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Our aims:

To meet the needs of our pupils by providing opportunities to:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated.

Implementation

The teaching and implementation of music in our school is based on the National Curriculum and mainly uses the Charanga Music scheme across the age groups of Reception to Y6. This scheme incorporates a series of units that cover a range of activities including listening and appraising, singing, playing, composing, performing and evaluating. Our pupils have weekly singing lessons from a singing teacher (Y1-Y6) and they also sing daily in our acts of Collective Worship. They sing and play for other performances during the year such as Christmas productions and end of year celebrations. The elements of music are taught in the 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, students learn how to play an instrument, which may be recorder or percussion such as xylophone. In doing so, they learn the different principles of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing 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. Pupils in Nursery and Reception sing and enjoy a range of Nursery Rhymes and action songs which not only develop their musical skills, but also improve their listening skills and help to secure learning across the curriculum, for example in maths.

Impact

At our school, the music curriculum we provide gives pupils access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The nature of music creates an enormously rich range of skills from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music also develops an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world. Pupils are able to enjoy music in as many ways as they choose - either as listener, creator or performer. Our children enjoy the release that singing provides, and the 'feel good' factor is tangible both during and after lessons and also after performances to each other, and to and within the wider community. The positive mental health benefits of singing together are made stronger through a sense of community that they feel, singing in a group. The learning of musical skills provides pupils with the necessary tools to enjoy this subject on a daily basis but also can instil an interest in music for them to enjoy throughout their lives.

OPPORTUNITIES CHILDREN HAVE TO LEARN MUSIC

Class Music Lessons

Music lessons in classes Reception to Y6 will be taught through the Charanga scheme of work. This includes units of work which cover a range of music genres and styles. Lessons are blocked in units of work based round a musical theme, eg Jazz or Soul, and last for a half term. Lessons incorporate some elements of listening and appraising, rhythm work, playing, singing, composing and learning about the vocabulary of music. (See Music Scheme of work and Progression in skills documents).

Singing

At Thornaby Church of England School, we feel that singing is a vital part of the curriculum both as a vehicle for teaching music and as an important activity in its own right.

From Y1, children receive a dedicated 40-minute singing session with an experienced singing teacher and an accomplished pianist (Wednesday afternoons). They sing a wide range of songs from different genres, including secular and popular songs, and sing in groups, individually and using a microphone. We plan opportunities for performances in front of their peers, teachers, other children and the wider community, and as result, confidence and presentational skills are developed.

Our children begin school with low levels of oracy and often, poor listening skills. Singing is an effective way to broaden vocabulary in a meaningful way and children become more adept at listening to and appraising what they hear, be it live or recorded music.

It is very apparent that our children enjoy the release that singing provides and the 'feel good' factor is tangible both during and after lessons. The positive mental health benefits of singing together are made stronger through a sense of community that they feel, singing in a large group and as a whole school.

After school singing club

The singing teacher who leads the sessions on a Wednesday afternoon runs an after-school club for children to attend if they wish.

Christmas Productions

Children in all Key Stages learn songs for Christmas plays (usually original songs) which are performed by EYFS, KS1 and Y3/4 annually.

Y5/6 learn a selection of carols and Christmas songs to sing at a carol service at our local church.

PERFORMING AND COMPOSING

Foundation Stage

Sing songs, including traditional nursery rhymes, and keep the beat.

Sing songs and move to the beat.

Sing songs and keep the beat on percussion instruments.

Communicate feelings and ideas through music.

Play games and sing songs in order to establish the beat.

Introduce untuned instruments, make children aware of the different sounds they make and how to play them.

Key Stage 1

Perform with an awareness of others, for example taking turns during a performance.

Experiment in making sounds in different ways, including hitting, blowing and shaking.

Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.

Use their own voice in different ways, including speaking, singing and chanting for different effects.

Sing with a sense of shape and melody.

Use their own voice in different ways, including using a loud or soft voice, and singing simple repeated phrases.

Begin to represent sounds with drawings.

Follow a simple piece of written rhythmic notation.

Lower Key Stage 2

Use standard and invented symbols to represent sounds.

Shape a composition, considering dynamics, timbre and tempo.

Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.

Perform significant parts from memory and from notation, either on a musical instrument or vocally.

Sing songs confidently both solo and in groups.
Maintain a simple part within an ensemble.
Create and repeat extended rhythmic patterns, vocally or by using clapping.
Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
Use written symbols both standard and invented to represent sounds.
Follow a basic melody line, using standard notation.

Upper Key Stage 2

Improvise and notate musical phrases to develop compositions.
Compose a piece of music based on a theme (eg a film or special event).
Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.
Take the lead in performances and provide suggestions to others.
Maintain a more complex part within an ensemble (eg sing in a round or use harmony).
Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.
Perform from simple notation on tuned/untuned instruments.
Use/understand staff and use unconventional notation when composing.

LISTENING AND APPRAISING

Full use will be made of any visiting instrumental groups in introducing the children to different instruments, the sounds they create and the effect upon them.

Foundation Stage

Children will listen to music and respond in a variety of ways e.g. through movement and discussion about how the music makes them feel.

Key Stage 1

Listen to a piece of music, identifying if it is fast or slow, happy or sad.
Describe how an instrument has been used to represent a sound or object (eg a flute for a bird or a drum for thunder).
Begin to recall sounds.
Talk about the songs/pieces of music which they enjoy and give reasons why.
Describe basic elements of a piece of music (eg pace, volume, emotion).

Lower Key Stage 2

Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).

Describe how a piece of music makes them feel, making an attempt to explain why.

Recall sounds with increasing aural memory.

Use relevant musical vocabulary (eg pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.

Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.

Compare and contrast two pieces of music on the same theme.

Listen to music from different periods of history and by different composers.

Appreciate and listen to music drawn from different traditions and cultures.

Listen to their own compositions, evaluate them and improve where necessary.

Upper Key Stage 2

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effect.

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.

Describe how music can be used to create expressive effects and convey emotion.

Appreciate and understand high quality music, both live and recorded.

Recognise and describe music and musical instruments from different periods of history.

Listen to and comment on the work of musicians and composers, indicating own preferences.

Explain the influence of historical events on music.

Music and ICT

ICT is used where appropriate. Children use computer programs to compose music, particularly in some of the Charanga units.

Assessment

Formative assessments are carried out during music sessions and used to clarify learning and adapt teaching. Peer to peer feedback, discussion and reflection is used regularly as an essential part of learning.

Following the completion of a music unit, a judgement is made as to whether pupils are working below, at or above the expected level. These are recorded on a whole school foundation assessment tracker. This enables subject leaders to easily monitor the work produced across school. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

Special Educational Needs

Planning for pupils with SEND is part of the planning process that we do for all pupils at Thornaby Church of England School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them but to also ensure they have access to a broad and balanced curriculum.

We strive hard to meet the needs of those pupils with special education needs and take reasonable steps to achieve this. To ensure our SEND children learn more effectively, it may be appropriate to plan smaller steps for them to achieve the learning goal, adapt the task through differentiation, alter the materials (such as less on the page, enlarged font, simple language etc), use a range of teaching styles or provide additional resources, materials or equipment. The modifications we make to each lesson depends on the SEND needs of the children and the intended learning outcome.

The SENCO is available to support staff with advice concerning any aspect of special educational needs including the provision or adaptations that need to be in place for SEND children.