



MUSIC

POLICY



Music Policy

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| Date Policy was formally adopted | February 2023 |
| Review Date | February 2026 |
| Written by | Kate Oakley |
| Chair's Name | Leeann Goddard |
| Chair's Signature | |

Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Music at Rodings

At Rodings Primary School, our intention is to inspire every one of our children to become a musician, engage with and enjoy music.

We aim to provide a broad, enjoyable and unique experience for children who will learn to listen to, appreciate, perform, create and evaluate a variety of pieces of music.

Children will experiment with a wide variety of percussion instruments from Reception onwards and are encouraged to compose their own music in small groups using both the indoor and outdoor learning environment.

By the end of Year 6, our intention is that they are confident at playing tunes on a variety of percussion instruments and that they enjoy performing for parents and visitors as part of services and productions.

Singing to a high standard is an important part of our life at Rodings Primary School and brings us together as a community, our aim being that the children develop a wide repertoire of songs that should enrich them throughout their lives.

Pupils from Rodings Primary School regularly participate and perform at the O2 arena as part of 'Young Voices'. Children are also given the opportunity of having 1 to 1 lessons in a range of instruments including drums, piano and guitar.

National Curriculum

Purpose of study

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.

Aims

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Content for Music

| | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|----------------|---|---|---|
| Performing | use voices by expressively singing songs/chants/ rhymes play tuned and untuned instruments rehearse and perform with others | sing sounds in unison with increasing clear direction, control of pitch and musical expression play tuned and untuned instruments with control and simple rhythm practice and rehearse performances with an awareness of audience | sing sounds in unison and 2 parts with clear direction, control of pitch, sense of phrase and musical expression play tuned and untuned instruments with control and rhythmic accuracy practice, rehearse and present performances with an awareness of audience |
| Composing | create musical patterns explore, choose and <u>organise</u> sounds and musical ideas | improvise, rhythmically and melodically explore, choose, combine and <u>organise</u> ideas within musical structures | improvise, developing rhythmic and melodic material when performing explore, choose, combine and <u>organise</u> ideas within musical structures |
| Appraising | explore and express their ideas and feelings about music using movement, dance and expressive and musical language make improvement to their own work | compare sounds explore own ideas and feelings about music using movement, dance, expressive language and musical vocabulary improve their own work and that of others | <u>analyse</u> and compare sounds explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary improve their own work and that of others in relation to its intended effect |
| Listen & Apply | listen with concentration, <u>internalise</u> and recall sound with increasing aural memory combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be <u>organised</u> and used expressively within simple structures how sounds can be made in different ways how music is used for particular purposes | to listen with detail, to <u>internalise</u> and recall sound with increasing aural memory how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be <u>organised</u> within musical structure and used to communicate different moods and effects how is music produced in different ways and describe through relevant notations how time and place can influence the way music is created, performed and heard | to listen with attention to detail, to <u>internalise</u> and recall sound with increasing aural memory how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be <u>organised</u> within musical structure and used to communicate different moods and effects how is music produced in different ways and describe through relevant established and invented notations how time and place can influence the way music is created, performed and heard |

EYFS

At EYFS, teaching is organised across seven areas of learning, rather than subject areas. This means that learning related to music is spread across several areas of learning, rather than just one. The most relevant Development Matters music statements can be found in the following 3 areas of learning from the EYFS Statutory Framework:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music is important in the Early Years Foundation Stage as it helps children's development in several areas. Singing songs and rhymes together is a great way to develop children's communication and language skills in a fun and engaging way. Singing and dancing also helps children express their feelings and ideas, and share them with others, which reinforces positive relationships with adults and other children. Music is also excellent for children's physical development. They learn to move in a range of new ways as they dance in time with the music, or play music instruments to a tune.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Children who are identified as being More Able in Music may be selected to participate in activities across the DEEP partnership and take part in specialist visits.