

Music Policy

Haughton School



Approved by:	Dave Taylor	Date: September 2021
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Last reviewed on:	January 2023
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Next review due by:	July 2024
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Rationale

Music is a foundation subject in the National Curriculum. It is a universal language that embodies one of the highest forms of creativity. It is a vehicle that can inspire and motivate children to express their feelings and emotions and can allow never ending exploration and investigation. Music also encourages children to communicate in a ray of different forms which they may not encounter in their own life.

Aims

At Haughton School we encourage the children to;

- 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 and to have the opportunity to learn a musical instrument.*
- 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.*
- develop social skills through co-operation with others in the shared experience of music making.*
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Attainment Targets and Subject Content

By the end of each Key Stage, the children are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

EYFS

In Early Years, the children will be following Boogie Mites. The children will follow the Boogie Mites program once a week. In addition to this provision, the children will participate in Singing Hands daily and the children also have access to musical instruments on a daily basis. The children can use the outdoor musical equipment and the indoor instruments to experiment and explore.

Key stage 1

In Key Stage 1 children follow the Charanga Scheme of work.

Children 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 inter-related dimensions of music.

Key stage 2

In Key Stage 2 children follow the Charanga Scheme of work.

Children 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 (reciting and discriminating sounds that children can hear.)

Children should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical.
- play instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related 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.

Music Provision

There is a broad offer of music provision offered at Haughton School. Each class takes part in a structured 1-hour weekly curriculum lesson. In these lessons, children develop their performance and composition skills through singing or by using instruments. In addition, they develop their listening through exploring a wide range of musical styles and genres.

Planning Teaching and Learning

Teachers will plan varied and suitably challenging music activities in line with the National Curriculum. In EFYS, KS1 and KS2 music will be incorporated into half-termly blocks.

Medium Term Planning

Teachers will use the Charanga Musical School programme (supported by Telford and Wrekin Music Services) to follow a week-by-week scheme of work for each year group. The programme provides teaching plans, resources, and stunning whiteboard resources for every lesson, which is ideal for non – specialist music teachers.

The planning will follow the National Curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate are taught. In addition, we have devised our own long-term plan that allows for progression on a two-year rolling programme.

Resources

Children will be encouraged to select, explore, and use a variety of resources including.

- tuned and untuned instruments.
- voice

- keyboards
- guitars
- Charanga Music School

Assessment, Recording and Reporting

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation, photographic evidence, and recordings. Children are encouraged to self and peer assess both theirs and others work.

Reports to parents are prepared annually in the Summer Term and an individual statement is included stating what the children have studied during the year and how they have developed in each area.

Music will be assessed by the class teacher after every project using IASEND.

Additional Music Support and Delivery

Haughton School has very good links with Telford and Wrekin Music Services. All children have access to learn a musical instrument which is paid for by parents/carers. The lessons are delivered in school curriculum time and delivered by a fully trained member of staff from Telford and Wrekin Music Services.

In addition to the school's links with Telford and Wrekin Music Service, Haughton also delivers its own musical after school clubs. Keyboard club runs every four weeks after school each half term and a singing group has also been offered.

Children at Haughton School have a wide range of opportunities to develop their musical skills further. They include;

- Christmas performances
- Easter performances
- Summer concert
- Assemblies
- Talent shows

Cross Curricular Links

Some aspects of Music are taught through other subjects.

Literacy

Music contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking, and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Numeracy

Music contributes to the teaching of Numeracy in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Computing

Computing is used in music where appropriate. Children use computer programmes to compose music (Charanga).

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively together, building up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things children do at school.

Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Haughton School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Health and Safety

Children will be given suitable instruction on the operation of all equipment before being allowed to work with it. Musical equipment should be stored in a safe and appropriate area of the school. Teachers should make sure children are aware of the needs to maintain equipment carefully and to return them to the correct location. They should be strictly supervised in their use of equipment at all times. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. They should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Staff at Haughton School work in accordance with the Health and Safety Guidelines. For further details see the Health and Safety policy.

Special Educational Needs

Music lessons engage the children in a variety of planned and differentiated activities appropriate to their age, ability and special educational needs. Our children often enjoy the more practical and relaxed atmosphere of the music lesson and enjoy the less pressured learning environment. The achievement of such children is particularly noted and recognised.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Role of the Music Co-ordinator

The music coordinator is responsible for overseeing and advising on the implementation of the music policy and procedures document and scheme of work in consultation with other staff. Such documents will meet with requirements of the National Curriculum for music.

It is also the music coordinators responsibility to:-

- *Organise and direct the musical elements for events and concerts in school*
- *Organise out of class music events*
- *Organise out of school music events*
- *Arranging INSET where appropriate, updating staff and the governing body on new music issues.*
- *Maintaining links with the local community*
- *Auditing musical equipment and resources*
- *Keeping the Headteacher, management team and governors informed of any issues concerning music*