

Music Policy

Introduction

This document is a statement of aims, principles and strategies for the teaching and learning of music in Exmoor Link Federation. It was developed primarily by the music co-ordinator and is updated through consultation with all teaching staff. The learning and teaching of music in Exmoor Link Federation aims to promote the subject and ensure it is taught on a half-termly rotational basis across the foundation stage and key stages 1 and 2. It is seen as a practical subject that is taught in a practical and embodies one of the highest forms of creativity. Our high-quality music education hopes to engage and inspire our pupils to develop a love of music and develop their talent as musicians, and also increasing their self-confidence, creativity and sense of achievement. We ensure that as pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with insight.

Intent

We aim to provide stimulating musical opportunities and experiences through our ethos and teaching that enable children to:

- perform, listen to, review and evaluate music across a range of popular cultures, 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: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and appropriate musical notations

and to promote positive attitudes, personal development and values through:

- An enjoyment and therapeutic sense of well-being while playing and singing
- An awareness of the expressive power of music
- A sense of identity and cohesion.
- Social skills of co-operation, communication, leadership, teamwork and a sense of interdependence.
- Personal attributes of self-discipline, self-reliance, concentration, attention to detail, initiative, perseverance and commitment
- A mutual respect for individual and group achievement

- An understanding of culture and of cultural changes

and to benefit, broaden and enrich:

- Cognitive skills of problem solving and independent learning
- Spatial thinking, linguistic skills and abstract thought
- Fine and gross motor skills; and the appreciation of speed and accuracy of response

Links with children's personal and present- day tastes and experiences

Implementation

Developing Understanding and Knowledge

To ensure continuity throughout the whole school, the **following foundational elements of music, that build and deepen over time** are revisited throughout the year, in all year groups:

- **Pulse** – the regular heartbeat of the music; the steady beat.
- **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat.
- **Pitch** – high and low sounds.
- **Tempo** – the speed of the music – fast, slow or in-between.
- **Dynamics** – how loud or quiet music is.
- **Timbre** – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.
- **Texture** – layers of sound working together make music very interesting to listen to.
- **Structure** – every piece of music has a structure, eg introduction, verse, chorus, ending.

Progression will be assessed in the concepts and techniques developed across the key stages within the aspects of musicianship: understanding music, listening and appraising, performing, composing, for example; the breadth and complexity of repertoire and the performance outcomes relating to interpretation and cohesion.

Early Years

Children in the Early Years develop their skills in Music through direct experience and exploration, learning about sounds and their impact upon them through their continuous provision. Music is also taught as a discreet subject each week in Reception, following the Charanga Music Scheme. At Bishops Nympton School, we have a daily rhyme time where we sing nursery rhymes and also enjoy using Singing Hands songs to develop the children's love of music alongside Makaton, making it accessible to children of all ages and abilities.

In Reception

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

At Key stage 1

Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and percussive instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; and are provided with opportunities to experiment with, create, select and combine sounds using the inter-related dimensions of music.

At Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They are encouraged to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They work to improvise and compose music for a range of purposes using the inter-related dimensions of music and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children practice the ability to listen with attention to detail and recall sounds with increasing aural memory and develop an understanding of the history of music. They begin to use and understand staff and other musical notations.

Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Music Programme of Study.

Assessment is based on a combination of teacher assessment and pupil self-assessment. Every session of each unit within the Charanga scheme of work provides opportunity for formative assessment. Each unit of work also ends with an assessment week which provides summative assessment material, which informs class teacher's judgements when updating the school's tracking system. This is updated each term and is then used to indicate children's progress in the annual report to parents. It should be noted however that Musical judgements of a qualitative nature cannot always be captured neatly in marks and grades as interpretation of a piece is often personal to the performer; and a performance transitory by nature.

Resources

Whole school Music resources are now stored in the new school library for ease of access. This space allows for easier access and comfortable playing situations and the interactive board is placed in an ideal situation for delivery using Charanga. The online scheme of work "Charanga" is available for all staff, easily accessible and all lyrics, notation, suggested activities and musical instruments are provided. We also have whole school song books and

CDs. Visitors and external visits are encouraged wherever possible, particularly to develop the children's understanding of performing and/or listening and appreciation and to provide "real life" experiences of orchestras and bands; and music's application in other media such as film. A digital tablet is available to all classes for recording and follow-up work.