

# Moorside Community Primary Academy



## MUSIC POLICY

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families (community) are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

### Aims

At Moorside, we believe that music should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Through the teaching of music, we aim to develop a love of music both in respect to its appreciation, creation and as a form of expression. Music is taught through a meaningful and creative approach encompassing the spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society which are woven through the curriculum.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. The teaching and learning of music, enables children to better understand the world they inhabit. Besides being a creative and enjoyable activity, it also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

We aim to:

- Meet the requirements of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement.
- Implement the Model Music Curriculum to ensure all of our children have experienced a range of pieces of music from different cultures and different periods in History.
  - Help children gain a secure understanding of what music is through listening, singing and playing.
- Give children the ability to evaluate, improvise and compose across a wide variety of historical periods, styles, cultures and musical genres.
- Develop a curiosity for music as well as an understanding and acceptance of the validity and importance of all types of music.

- Provide resources to encourage all members for the school community to learn and enjoy music.
- Give the children the opportunity to learn a range of songs and perform to an audience either in school or in the community. At our school, Music offers opportunities for children to:
  - Listen to and appraise a variety of songs and pieces of music.
  - Play instruments in different ways and create sound effects.
  - Create music that describes contrasting moods and emotions.
  - Handle and play instruments with control.
  - Create and compose music and make improvements to their own work.

### Music curriculum planning

Music is a foundation subject in the Curriculum 2014. At Moorside, we teach music throughout topic work, through a cross-curricular approach to learning. Planning is centred around the topic as well as the inter-related dimensions, developing children's listening, appraising and composing skills. At Moorside, we use the Charanga scheme for music., this scheme of work encompasses all aspects of the National Curriculum that need to be taught for music. Charanga is a modern, and whole school digital resource to provide children with the opportunity to listen and appraise, improve, compose and perform. We ensure continuity and progression with our music curriculum by teaching through practical activities as well as opportunities to perform.

### Early Years Foundation Stage

Children are given an introduction to the musical interrelated dimensions through a variety of activities. Music is taught as an integral part of the topic work covered during the year. Music contributes to a child's personal and social development, counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

### The Contribution of Music to Teaching in Other Curriculum Areas

#### English

Music contributes significantly to the teaching of English 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. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

## Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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 are mathematically based.

## Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Spiritual, Moral, Social and Cultural Development Creating, performing or listening to music can be a moving and 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 Moorside 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. At Moorside, we use a variety of musical experiences to enhance spiritual, moral, social and cultural development.

## Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs to compose music. Children also use computing to improve the presentation of their work.

## Music and Inclusion

We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the Curriculum allows us to consider each child's attainment and progress against expected performance descriptors. We enable children to have access to the full range of activities involved in learning music. Where

children are to participate in activities outside the classroom, e.g. performing to an external audience, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all children.

### Assessment for Learning

The National Curriculum is delivered through a subject based approach and is assessed against the Charanga Musical Scheme of Work. Charanga Assessment Materials include an Assessment Log which covers the key skills of listen and appraise, games, singing, playing instruments, improvisation, composition and perform and share. There is also a Cultural and personal development log which includes music outside school, enrichment visits, self- assessment and outcomes for full musical engagement throughout learning.

The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National and school requirements are mapped out as a whole school to ensure coverage and progression. Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Children are also encouraged to make judgments about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole. The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

### Resources

Resources are kept in the hall; these include a range of instruments including percussion, books, laptop and projector.

### Musical events

All children take part in assemblies and performances on a number of occasions throughout the year. The children learn new songs related to the our themes each half-term, as well as learning songs related to topics for class assemblies and musical events being performed for our community. The children are also given the opportunity to listen to music through the decades, throughout lunch time gathering. At Christmas time, Foundation Stage and Key Stage 1 take part in a Musical Nativity. At other times of the year e.g. Harvest, Easter, Christingle and other sharing assemblies, year groups or the whole school come together to provide appropriate musical entertainment. A Key Stage 2 musical performance also takes place to celebrate Christmas each year. Musical events are planned throughout the year.

### Monitoring and Review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in music. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for music in the school. This policy document will undergo a regular review (annually) to assess its value as a working document and to reflect any changes in practice. Upon review, those areas which may not have worked well will be modified according to experiences that have taken place

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