



Four Oaks Primary School Music Policy

Introduction

Music is a practical subject that should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

1 Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms, and to begin to offer opinions about the music.

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to **perform, compose, listen and appraise**.

Performing skills

Children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They will have the opportunity to play tuned and un-tuned instruments with increasing control and rehearse and perform with others, with an awareness of the audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways.

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

2 Teaching and learning style

At Four Oaks Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an important aspect of good music teaching. Our teaching focuses on developing the children's ability to sing in tune both solo and with others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music and how individuals combine to make sounds. We also teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Providing resources of adapted complexity depending on the ability of the child;
- At times using classroom assistants to support the work of individuals or groups of children

3 Music curriculum planning

We use 'Charanga' from Reception to Year 6. This serves as a base to aid and enhance our teaching but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials to benefit learning. The scheme also provides the necessary details, activities, accompaniments and recordings to support our music teaching.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Our music planning is geared to three aspects of progress:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities;
- Increasing confidence, sensitivity and creativity in the children's music making.

Adaptation

- Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example, guitar clubs, choir club or instrumental performances in assembly.
- Through Wider Opportunities, Year 4 are taught to play a Guitar. They have the option to continue learning the instrument in a guitar club in Y5.
- Pupils requiring support are given extra encouragement by working in a small group with the teacher, TA or with a more musically able child.

4 Early Years Foundation Stage

Pupils are enabled to:

- Work creatively with sound;
- Sing and perform using simple instruments;
- Listen and respond to their own and others' music-making.

At Four Oaks, children will have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. Planned activities will be relevant to children's interests and experiences and may relate to other areas of learning.

5 The contribution of music to teaching in other curriculum areas

English Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics Music contributes to the teaching of mathematics 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 and technology is used in music where appropriate. The children use computing and technology in music to enhance their research skills through the Internet and iPads.

Personal, social, health and economic education (PSHE) 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 with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of 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 young people 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 Four Oaks Primary 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.

6 Teaching music to children with Special Educational Needs. We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

7 Assessment and recording

Each term staff record children at the beginning of a topic and at the end of the topic to support their assessment of children. Teachers will ensure that the recording showcases the 5 areas of music (described above) and that at least one of these recordings includes an instrument. Children are also provided with an opportunity to consider some of these recordings and encouraged to evaluate performance.

This information is passed on to the next teacher at the end of the academic year.

In EYFS children are assessed through teacher judgement based on observations

through lessons and provision. Each term teachers make an assessment under the 'Specific Area - Expressive Art and Design' in relation to children's attainment.

Twice-yearly pupil voice sessions are conducted. Attainment, progress, accessibility and engagement are probed throughout the discussion with strengths, areas for development and matters arising identified.

8 Resources

We have a range of musical instruments that can easily be moved around the school including both tuned and untuned instruments. iPads with musical software including keyboards for composition are available for use. All staff are able to access Charanga resources.

9 Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities, these may include concerts for parents, assemblies, singing groups performing at local nursing and retirement homes, church services etc.

10 Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Date: March 2025