

# Music Policy

Gascoigne Primary School



## article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

<b>Approved by:</b>	Governing Body	<b>Date:</b> 30.01.2024
<b>Last reviewed on:</b>	November 2023	
<b>Next review due by:</b>	November 2025	

## Contents

1. Purpose of the policy .....	3
2. Subject vision .....	3
3. Aims and outcomes .....	3
4. Teaching and learning .....	4
5. Curriculum overview .....	4
6. Cross-curricular links .....	5
7. Assessment and recording .....	6
8. Resources.....	6
9. Roles and responsibilities .....	7
10. Inclusion.....	8
11. Links to other policies .....	8
12. Monitoring and review.....	8

---

## 1. Purpose of the policy

This policy reflects the aims and values of Gascoigne Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines provided in National Curriculum
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website: <https://www.gascoigneprimaryschool.co.uk/>

## 2. Subject vision

At Gascoigne Primary School, we believe that Music is a unique way of communication that can inspire and motivate children.

Music is a universal language that embodies one of the highest forms of creativity. At Gascoigne Primary School, a high-quality music education helps engage and inspire pupils to develop a love for music and their talent as musicians. As a result, it helps us to increase self-confidence, creativity and sense of achievement in our pupils. We use teaching and learning of Music to ignite all areas of a child's development and skills; such as, intellectual, socio-emotional, gross and fine motor and the development of language, oracy and literacy. Exposing children to music can help them to learn, relax and channelise their energy. Our teachers deliver exciting music lessons that provide opportunities for our students to develop their musical skills, such as listening, appreciating, singing, playing, finding rhythm, composing and improvising.

## 3. Aims and outcomes

By the time pupils leave the school, they should:

- 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
- Develop the interrelated skills of performing, composing and appreciating music
- Understand that music is influenced by the time, place and purpose for which it was written
- To know that music is written down and to read basic notation of music

## 4. Teaching and learning

At Gascoigne 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 lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and 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, be able to understand how music can be used to express feelings and emotions. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

The LBBB (Charanga) music scheme is the main focal point for the music curriculum at Gascoigne Primary School. Through this scheme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. 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.

## 5. Curriculum overview

Here at Gascoigne Primary School, pupils will follow music curriculum with the scheme of work by Charanga that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enjoy, appraise, analyse and compose music.

### 5.1 Early Years Foundation Stage (EYFS)

Although Music as a standalone subject does not feature within the EYFS curriculum, the skills, language and knowledge needed to access music in KS1 start within the Early Years Foundation Stage curriculum. These skills, knowledge and language needed to access the KS1 music curriculum are embedded within the 7 areas of learning and the 17 strands within the EYFS.

Below are the skills, language and knowledge taught in the EYFS that feed into music within KS1. These skills and language ensure that children are ready to access music within the national curriculum.

This is done through a balance of adult led learning (such as carpet sessions, adult focus activities and guided play opportunities) and child-initiated play. Through child-initiated play, children apply and build on what is taught through adult led sessions. This can be independent, within a small group or with the support of an adult. Music is incorporated with following areas of learning.

- › Personal Social and Emotional Development
- › Communication and Language Development
- › Physical Development
- › Expressive Arts and Design

### 5.2 Key Stage (KS) 1

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as weekly assemblies, concerts and performances and the learning of instruments. Through the bespoke Charanga music scheme, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analyse.

## 5.3 Key Stage (KS) 2

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. In Year 5, children learn how to play the recorder, the ocarina and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

The topics we teach in Music are outlined in the programmes of study/curriculum map for Music (see section 5.4). Detail of programmes of study/curriculum maps can also be found on the school website [www.gascoigneprimaryschool.co.uk](http://www.gascoigneprimaryschool.co.uk) and in section 5.4 of this document.

## 5.4 Programmes of study

The included subject examples are taken from the National Curriculum for Music:

	Autumn term	Spring term	Summer term
EYFS			
Year 1	How can we make friends when we sing together? How does music tell us stories about the past? (nativity) singing assembly	How does Music make the world a better place? How does Music help us to understand our neighbours?	What songs can we sing to help us through the day? How does Music teach us about looking after our planet?
Year 2	How does Music help us to make friends? How does Music teach us about the past?	How does Music make the world a better place? How does Music teach us about our neighbourhood?	How does Music make us happy? How does Music teach us about looking after our planet?
Year 3	How does Music help to bring us closer together? What stories does Music tell us about the past?	How does Music help to make the world a better place? How does Music help us get to know our community?	How does Music connect us with our planet? How does Music connect us with the environment?
Year 4	How does Music bring us together? How does Music connect us with the past?	How does Music improve our world? How does Music teach us about our community?	How does Music shape our way of life? How does Music connect us with our environment?
Year 5	How does Music connect us with our environment?		
Year 6	How does Music bring us together? How does Music connect us with the past?	How does Music improve our world? How does Music connect us with the environment?	Year 6 Production

## 6. Cross-curricular links

Music shares links with the following subjects:

- › English: Development of oracy and aural skills
- › Maths: Counting with the beats and sequencing the movement while singing and performing. Analysing data and understanding chronological terminology
- › RE: Deeper understanding of different religions and their influence on music

- › ICT: Use of the internet for research regarding particular genre of music, musician or the history of particular type of music, use of technology to amplify the volume. Using karaoke version to learn, sing and enjoy the popular modern-day music/songs
- › Geography: Awareness of the originated place of the music
- › History: Perform, listen, evaluate and review music across a range of historical periods, genres, style and tradition including work of the great composer and musician from the history
- › PSHE: Spiritual, Moral, Social and Cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues. Feeling associated with music, feelings and moods are reflected using music
- › Art and D&T: Making musical instruments from recyclable material
- › P.E.: Using balance and making body movement while singing, performing or playing musical instrument
- › Science: Improvising and using body parts for songs like skeleton dance, action songs and nursery rhymes. Using electric instruments such as keyboard etc.

The above list is not exhaustive and should be adapted to suit your specific context.

## 7. Assessment and recording

### 7.1 Assessment

Gascoigne Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. We use children's existing knowledge to hook new knowledge to avoid cognitive overload and to use pupil's working memory at its best.

Assessment in Music is ongoing. Children will receive feedback and support during the lesson. Assessment and feedback during Music lessons, provide opportunity for pupils to assess their own performance using talk and observation of peers. They should be given live feedback to recognise ways of improving skills and make positive comments to appraise their peer's performance. During Music lessons, pupils are encouraged to do coaching and mentoring to support their peers. Teachers use Charanga scheme and their teacher's judgement to assess pupils' knowledge and skills and the progress that they have made during the lesson and during the unit.

There are progressive warm-up games and challenges within most units that teachers can use to determine the progress in knowledge and skills.

We are currently reviewing our summative assessment for all foundation subjects.

## 8. Resources

At Gascoigne Primary School, Charanga is the main focal point for teaching and learning of Music. Each year children will follow the school's agreed scheme of work. Our curriculum overview will show the topics our children will be learning during each half-term. All the required resources for Music lessons are available on online platform for all teacher to access using their personal username and password.

In addition to this, we have fully resourced music room, located on Shaftesbury site. We keep our resources centrally located in Music room on Shaftesbury site, from where teachers can access musical instruments and other resources.

### 8.1: External musicians, local events and trips

Where possible opportunities are sought for pupils to attend events and perform within school and in local community.

### 8.2 Additional music teaching, trips and expert inputs

Pupils in Year 5 are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Community Music Service. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar and flute and piano.

### **8.3 The school choir and 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. We have a school choir which we encourage all children from Y1-6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year. We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

### **9.2 Subject leader**

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

### **9.3 Link governor**

The link governor responsible for Music at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject

- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

## 9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

## 9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework
- › Enable their children for any further practice or make available online platform like Charanga where possible.

## 10. Inclusion

Gascoigne Primary School is a larger than averaged sized school in Barking. Gascoigne's highly inclusive reputation attracts pupils with a wide-range of complex needs.

We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging. Therefore, opportunities are provided to explore Music and develop their musicality to all our pupils, including SEND pupils. They explore different types of percussion instruments, recognize them by their names such as, triangle, tambourine and bells, and explore the sounds they make. More verbal children are also encouraged to analyse the sounds, e.g., loud, scratching, shaky etc.

SEND children are provided daily activities where they take part into dancing, singing and express themselves freely with the help of music. Teachers make reasonable amount of adaptation where possible to ensure that the barriers are lifted to encourage pupil participation and achievements.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

- › Assessment & Feedback policy
- › SEND policy

## 12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.