



"Developing potential without limitations"

# Frieth C.E.C. School

## Music Policy

**Date Revised:** April 2020

**Member of staff responsible:** Jo Reid

**Governing body committee responsible:** Curriculum

**Headteacher's signature** .....

**Chair of Governor's signature** .....

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# Frieth C.E.C. School

## Music Policy

*“Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children’s education.” – Yo-Yo Ma*

*“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” – Plato*

### Frieth School Vision statement

*‘...Your light must shine before people, so that they see the good things you do.’*

*Matthew 5:16*

*We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.*

### Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring

Gentle and Kind

Honest and Truthful

Challenging and Responsible

### Music Vision Statement:

Developing musicality, creativity and harmony to inspire the musicians of a culturally literate future.

### Intent

At Frieth Church of England Primary School pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Pupils will participate in a variety of musical experiences and will develop a love of music and develop their talent as

musicians. By doing so they will increase their self-confidence, creativity and sense of achievement.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music from a culturally diverse canon. Pupils will be taught technical vocabulary for the interrelated dimensions of music such as volume, pitch, beat and rhythm and will be encouraged to discuss music using these terms.

Children will develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

Pupils will develop their cultural capital by experiencing music from different societies and periods of history providing cross curricular links that support knowledge and understanding across the curriculum.

Song will be used to support knowledge acquisition and the embedding of key concepts in their long term memory.

The participation in music will inherently underpin the spiritual, moral, social and cultural development of our pupils

### **National Curriculum Aims:**

#### **Key Stage 1 & 2**

The national curriculum for music aims to ensure that all pupils:

- 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.

#### **Key Stage 1 National Curriculum Attainment:**

Pupils should be able 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 National Curriculum attainment:**

Pupils should be able to:

- Pupils 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.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical 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.

## **Implementation**

### **Music Curriculum and scheme of work**

The long term plan and scheme of work for music incorporates the primary National Curriculum into the four year creative curriculum. It encompasses a range of resources and planning, including the use of online subscriptions to 'Charanga' and 'Musical Contexts'. It ensures exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. It also includes learning based on great composers or pieces of music from within the classical cannon. The long term plan was developed and the resources reviewed by the music lead Mrs Jo Reid, who has both a music degree and a masters in music education.

In each year, the music curriculum will be organised into three main learning foci: Composition, Vocal, and Instrumental. Listening, Performing and Appraising will be embedded throughout every unit of learning. (See long term plan in Appendix 1)

This ensures that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

Embedded in the KS2 scheme of work is at least one term of whole class instrumental teaching every year: 2 units of recorders, 1 unit on African drumming and 1 unit on glockenspiels/xylophones. These are taught by class teachers and supported with the use of Charanga online teaching resources. These units

incorporate teaching musical notation as well as learning to play the instruments together and in parts to create harmonies.

### **Music teaching and learning**

Music is taught in mixed-age classes by the class teachers. They plan their lessons based on the long term plan and resources provided, but adapting the objectives to suit the stage of development for the pupils in their class based on the Frieth musical progression documents. Music is taught in groups, individually and as a whole class. Music lessons are generally timetabled on a weekly basis, although there may be times where the lessons are blocked to provide more time to develop a deeper breadth of learning.

There is a weekly 'Sing and Praise' Collective worship where the whole school joins in singing activities and learns the hymns and songs used within the daily collective worship and other school performances during the year.

### **Performance**

Opportunities are taken as often as possible to perform in class, as well as to parents and the wider community in class assemblies, celebration assemblies and Christmas productions. Musical performance and singing also plays an integral part in all school events such as Church Services, The Summer Queen and other community events during the school year.

### **Enrichment and the Wider Community**

Individual and group instrumental lessons are also available to pupils to continue to develop their skills and ability on a musical instrument throughout Key Stage 2. Frieth works with the Buckinghamshire Music Trust and Vocosa Music to enable pupils to learn a range of instruments, including flute, clarinet, oboe, piano, keyboard, and guitar. Other instruments are available on request including string and brass instruments. Opportunities are provided throughout the year for instrumentalists to perform to the school or the parents in special assemblies and concerts.

The year 6 pupils participate annually in the Garsington Opera Primary Youth Project, which includes creating, learning, practicing and performing a short opera in conjunction with 10 other local schools. The project also includes opportunities to watch live performances of the opera they have studied at the Garsington Opera, Wormsley Estate. The school also hosts annual auditions for the Garsington Youth Opera Company which has a number of Frieth pupils already successfully participating.

The Key Stage 2 Choir participate in a 2 year programme of performances in the wider community. They participate in the 'Young Voices' performance in year A and

in the Wycombe schools 'Energize' performance in year B. They lead the singing, perform carols and sing descants at the Christmas Service and sing at other school concerts and events.

Community volunteers support the school choir and past pupils have been invited back to perform at school events.

### **Spiritual, Moral, Social and Cultural Development**

The Music curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Frieth through:

- Their willingness to participate in and respond positively to artistic, musical, and cultural opportunities
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their musical learning
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds when participating in wider community projects
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

### **Impact**

#### **Recording**

Musical performances and assessment can be captured on video and recordings using the Ipads and Audacity recording equipment on the laptops. Pupils can evaluate and refine their work by listening back to their recordings or watching the videos from the previous week.

Written notation is completed on paper and saved or displayed in the classroom.

## **Assessment**

The Frieth Music progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. (See Appendix 2)

### **Formative Assessment**

Formative music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed termly based on the foci: Composition, Vocal and Instrumental.

### **Summative Assessment**

At the end of each school year, pupils will be assessed within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop their own musical compositions, knowledge and perform their instruments to a deeper level of skill. They will be able to lead musical group work and explain how their work can be refined using age appropriate musical terminology. They will be able to demonstrate how they are developing their musical learning through participating in external musical opportunities, clubs, groups, orchestras or performing groups, such as the Garsington Youth Company.

### **Reporting**

A final summative assessment for music will be reported to parents within the annual school report.

### **Monitoring**

The music subject leader is responsible for the monitoring of music teaching, learning and outcomes across the school. In the event that there is no music lead, the responsibility devolves to the Senior Leadership team.

Music is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, performances and pupil interviews.