

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



Music Policy

Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:
29.3.22

Review Date: March 2025

Signed

Acting Headteacher:

Chair of Governors:

Intent

It is our aim that our pupils will learn that music is a universal language that is a powerful and unique form of communication. Plato said: *'It gives soul to the universe, wings to the mind, and life to everything.'* Music can change and impact the way children feel, think and act. At Thakeham, we believe that teaching music helps the body and the mind work together. Music lessons will engage and create 'Inspired Learners' and guide the pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

Kodály believed that music education should begin as early as possible, and that the rhymes and songs used should be of the best quality starting with familiar children's songs and simple mother-tongue folk songs. The Kodály method is an approach to music education rooted in the idea that **music should be a social and cultural experience**. The Kodály approach to teaching music asserts that musical concepts, creativity, and collaboration are best taught in group music lessons, particularly for young children.

As pupils progress, they should develop a critical engagement with music and an understanding of the key elements, allowing them to sing, listen, compose and perform fulfilling their own musical potential. Music embodies all of our Super Learning Heroes: 'Positive, Persevering Perry' when learning a new instrument or reading a traditional notation; 'Curious, Questioning Cleo' when listening to and engaging with a new piece of music; 'Co-operative Caring Chloe' when learning, rehearsing and performing in a wide range of musical opportunities and 'Reflective, Reviewing Rowan' when appraising a performance or reflecting upon the structure and components of a composition. It is our intent that every young person should be able to experience music and make progress. This includes singing, as well as having the opportunity to learn an instrument through whole-class ensemble and small-group teaching at Key Stage 2.

Aims

Through teaching music children are given opportunities to:

- develop their knowledge, understanding and manipulation of musical elements, structures and skills and apply them to their own work with increasing confidence;
- develop their ability to communicate their creative ideas using appropriate musical vocabulary;
- 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;
- work collaboratively for a range of musical purposes, audiences and occasions;
- acquire a curious interest in music from a range of historical periods, genres, styles and traditions including the works of the great composers and musicians;
- develop an ability to 'speak' through the power of music.

In order to achieve these aims we will:

- Provide a stimulating environment to promote effective learning in music.
- Provide opportunities for listening, singing, composing, rehearsing, performing and appraising.

- Ensure continuity and progression in music through CPD and professional dialogue with colleagues.
- Provide quality resources for children to be taught effectively.
- Provide a safe environment in which to explore music and musical ideas.

Implementation

Early Years Foundation Stage

In the Foundation Stage, music comes under the learning area of Expressive Arts and Design. Our curriculum is designed to stimulate young children's creativity and will enable them to build a preliminary understanding of music through sound-making, singing and recognising simple rhythms through clapping and moving.

KS1 and KS2

The teaching of music at Thakeham Primary School will enable children to learning through a memorable, dynamic and cross-curricular approach. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. A wide range of music styles and genres, spanning different time periods and cultures, are taught. Children will develop a progression of skills and understanding of the inter-related dimensions of music throughout their time in our school. Learning opportunities for each year group are carefully planned to build on previously developed skills and knowledge across each academic year as well as throughout their primary education.

During Key Stage 1, pupils will begin to develop their use of voice and instruments expressively and musically in order to experiment with creating and combining sounds using the dimensions of music (e.g. pitch, dynamics). Children will also have the opportunities to listen to music with concentration to develop an understanding and appreciation for this highly diverse and creative art form. Children will learn to perform using the boomwhackers and a wide range of tuned and untuned percussion instruments.

During Key Stage 2, pupils will continue to develop their performance skills using voice and musical instruments with increasing accuracy and control. Children will listen attentively to a wide range of musical genres in order to develop an understanding and appreciation of the history of music. Using these skills, children will begin to improvise and compose their own music. In Year 3/4, West Sussex Music Service teach whole class lessons on the djembe drums, ukuleles and recorders. These take place 30 weeks of the school year. In Y5/6 the children learn to read traditional notation and performance on the glockenspiels and recorders. These lessons are taught by the Music Coordinator. The Y5/6 Summer Production show cases the children's singing development at the end of the school year.

All children take part in musical performances across the school year. These include the Harvest Service, Christmas Carol Services and Nativities, the Easter Service and culminates in the May Music Festival. Our school choir performs at local events such as the Thakeham Village Day and One Voice at Chichester Cathedral. At Christmas we sing carols at the Sussexdown Care Home. As part of the STARS locality group, we have attended local workshops and rehearsals with the Sullington Singers.

Our peripatetic teachers, both from Sussex Academy of Music and West Sussex Music Service, offer lessons in guitar, drums, keyboard and singing. They either come into school, or teach virtually since Covid19. These teachers are giving opportunities to the children to learn and develop their skills from an experienced specialist teacher.

Teaching and Learning

At Thakeham Primary School we use a variety of teaching and learning styles in music lessons. Children will mainly be taught in whole-class. We believe children learn best when they:

- have opportunity to express their opinion therefore developing their musical vocabulary and understanding of the musical elements
- can ask questions and be creative in finding their own musical answers
- have access to a range of tuned and untuned instruments
- have access to a wide range of musical recordings and stimuli
- have visitors lead of areas of expertise
- have opportunity to compose independently and collaboratively as part of small group and as part of a larger experience

Differentiation

We differentiate through:

- Dialogue.
- Giving extra time to some groups.
- Setting up one task that has a variety of levels associated with it.
- Asking different level questions to match ability.
- Giving different tasks to different groups.
- Varying the level of adult support given to groups.

Cross Curricular Links

At Thakeham Primary School, children have the opportunity to develop their musical skills in a variety of challenging and stimulating activities.

Music can enhance and support learning in all curriculum areas. Music can transport a person back to a period of time, a place, a sensation, a memory or an experience. Music can tell a story. Children use their key skills such as collaboration, perseverance and their natural curiosity to be creative musicians. There are strong links to our Super Learning Heroes and Curriculum Drivers.

Use of Computing

Our music long term plan explores how musical techniques and skills can be nurtured and developed in all pupils, through all Key Stages. It recognises that such skills may be expressed instrumentally, vocally or through music technology.

At both key stages children have the opportunity to:

- Locate and research information using the internet
- Record compositions and performances using tablets
- Explore a variety of activities and resources using the IWB (Interactive Whiteboard).

Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components

and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. Music will be embedded into our daily lives and support children through the development of their musical knowledge and skills, confidence and their also their well-being. Music lessons are enjoyed by teachers and pupils across school. By the end of KS2, the children will have developed their key skills as musicians and be confident to sing, appraise, compose and perform. The children continue developing these key skills as they transition into KS3. Their ability to understand and demonstrate the different elements of music, such as dynamics, tempo, rhythm and pitch, will ensure they are ready to access and communicate their understanding of their new learning.

Assessment, Recording and Reporting

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils' practical learning.
- Foundation Assessments at the end of a unit of work.

Feedback

This will be in line with our Feedback and Assessment Policy.

Equality

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Inclusion

Children are given access to music irrespective of ability. Teachers are responsible for the learning of all children in the class. This may involve formulating individual learning programmes for any children with particular needs, providing differentiated learning opportunities including challenge for Most Able Pupils. See our SEND and Most Able Pupils Policy.

The Role of the Curriculum Leader

Key aspects of the Music Leader's role include:

- monitoring of standards in music and the use of this to inform the music SSDP
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on music related issues.

- planning and organising the allocation and purchase of resources in accordance with available budget.
- leading on musical rehearsals and presentations across the school year.

Monitoring

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback

Resources

Central resources in music are the responsibility of the Music Curriculum Leader who has a budget available.

Music equipment is audited annually. Discussions with staff and the focus of the School Strategic Development Plan determine if there are any other pieces of equipment required in order to enhance the teaching and learning of music.

Children are encouraged to value and take care of all equipment. Both tuned and untuned percussion instruments are kept in storage in the hall.