

Curriculum Policy for Music

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching and Learning committee



Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

Music is a Foundation Subject in the National Curriculum.

This policy outlines the Intent, Implementation and Impact of the Music taught in our school. The Implementation of this policy is the responsibility of all teaching staff, under the guidance and expertise of our Music subject lead.

Music is considered to be a key driver subject, meaning that this is a specialist area of the curriculum. Through our teaching, we aim to develop pupils' musicality, which as well as being of value in its own right, is evidenced as having a significant impact on pupils' cognitive function and general wellbeing.

The school policy for Music reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

It is our ambition that our pupils build upon and explore what we believe to be an innate musicality. Throughout history, music has been recognised as a universal language that embodies one of the highest forms of creativity and expression.

Through a high-quality music education, our pupils, from an early age, become engaged and inspired pupils who develop an appreciation of music and believe in their own talent as musicians.

We believe that every pupil deserves the opportunity to regularly take part in singing and other practical music making activities; to be exposed to a wide range of music from different periods, places and genres; and to develop their musical language, literacy and experience.

In this way, they will increasingly see the world of possibilities at their fingertips and increase their confidence and sense of wellbeing, through the emotional and cerebral processes that are involved.

Our intention is directly aligned with the National Curriculum which 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 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Teachers use a carefully crafted Curriculum overview and Progression of knowledge, skills and understanding documents based on Charanga and the National curriculum. Our Music Progression document is taken from the National Curriculum and has been added to where necessary to meet the unique needs of our children. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6.

These statements feature within our Music Curriculum overview and Progression of knowledge, skills and understanding documents, enabling us to focus closely on how knowledge and skills progress more specifically within each year group, in order to meet the bespoke needs of our school.

Lesson planning in Music takes account of prior knowledge and skill development, building further upon existing skills in readiness for the next stage in the learning journey.

The Music Curriculum overview and Progression of knowledge, skills and understanding documents breaks year group learning down and is split into: Singing, Performing, Composition, Notation, Listening and Appraising which are taken from the National Curriculum.

Key skills and knowledge are clearly set out, enabling teachers to understand the precise requirements of each strand within their year group. A programme for WCET (Whole Class Ensemble Tuition) builds on the children's skills of reading music and playing instruments.

A weekly whole school singing assembly and an ongoing and varied programme of listening music for assemblies provides an opportunity for frequent immersion in music from a range of historical periods, genres, styles and traditions. Half termly, a piece of music is listened to and responded to by the whole school, at individual class levels. A selection from each class is included in a whole school display.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal

disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

The school holds an annual Spring concert to showcase individual talents as well as music taught in classes and clubs. KS1 rehearse and perform a Christmas production at the end of the Autumn term. Years 3 and 4 rehearse and perform songs incorporated into a play linked to Christmas. Singing and music is a key part of the Christmas Carol Service led by Years 5 and 6. Year 6 children also learn and write their own songs as part of their Leavers play in July.

Children are offered the opportunity to perform in front of their class and in front of the school at the start of singing assembly on a rota basis.

Peripatetic music lessons are available to children from year 1 to 6 for guitar, piano and drums.

Visiting musicians are invited in and links with Okehampton College have meant older students have performed to the children.

Impact

As a result of such a varied, exciting journey, our pupils demonstrate a passion for and an enjoyment of music. Each child grows up through the school, immersed in a culture where singing is commonplace, natural and a source of enjoyment; whether engaging as a listener, composer or performer. The integral nature of music within all learning positively impacts upon our pupils' achievement, self-confidence, well-being and their relationships with each other. Children leave Hatherleigh, being able to express their knowledge of, and thoughts about, different aspects and styles of music and with an understanding of the interplay of pitch, rhythm, along with other elements of music. Fully prepared for the secondary phase of their education, our pupils have the ability to read and write rhythmic and pitched notation.