

## RRJS - Music Policy 2022/2023

### Curriculum Statement

Music contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum. It will outline the purpose, nature and management of how music is taught in our school and will inform new teachers of expectations.

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.

It is the aim of this policy that the needs of all children are met so they can reach their full potential in music and enhance their understanding of related subjects such as performing arts and dance. Pupils should be enabled to grow in their awareness of music and foundations should be laid for the further development of skills in the future. In order for children to fulfil their full potential, a music programme has been brought in and introduced to all students called 'Charange'. This is also taught our Key Stage 1 feeder school and as a result offers good continuity and progression for our children.

Music is a unique way of communicating which can both inspire and motivate children. At Rosehill Junior School, staff members encourage children to be creative, imaginative and responsive. Music provides the opportunity for personal expression and it can play an integral part in the personal development of an individual. Music reflects our culture and society and the teaching and learning of it enables children to better understand the world in which they live. It is also important in helping children to feel that they are part of a community.

## **KS2**

Music is a subject which complements and supports other areas of the curriculum. It is known to improve children's memory, concentration, co-ordination and confidence. At Rosehill, we provide many opportunities for children to experiment for themselves and contribute to the musical life of the school. All children are involved in performances, in some way, which enhance self-esteem and develop confidence.

The Music National Curriculum is delivered through the activities of performing, listening, appraising and composing. Lessons seek to provide a balanced programme that ensures the children progress from year to year.

All children have the opportunity to learn instruments within their lessons: year 3, recorders; year 4, the ukulele; year 5 and 6 drums and ukulele. Children are actively encouraged to read music as well as playing by ear and from memory. Music is taught weekly throughout the year by a music specialist and provides strong links to other areas of the curriculum, particularly through singing and composition. The emphasis is upon performing, composing, listening and appraising. Through these activities, pupils develop their skills as performers and as informed members of an audience. Using a range of instruments, children are able to experiment and links are made between this and pupils' previous musical experience, ensuring progression. Pupils may work as a class, in groups or individually in these lessons. Listening to recorded music is an important aspect of every lesson. At times the music selected may take foundation topics into account, but musical progress is paramount. Pupils have chances to compose using the same programme and various internet websites. Throughout Years 4, 5 and 6, children are taught about major composers and significant historical periods in music (eg: baroque). They also learn about music from other cultures.

The National Curriculum for music offers opportunities for performance and pupils are encouraged to present their work with an audience in mind. Other children, who are the audience, are encouraged to listen attentively with consideration for performers. Compositions may be recorded and performed in class, in assembly or as part of other performances for children and parents.

## **Teaching and Learning**

Our children are given as much practical experience of music as possible, supported by factual, informative teaching. The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising. We provide all pupils with a supportive atmosphere in which to develop their music skills.

Pupils are 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.

We offer learning opportunities that build on pupils' previous experiences. Children can link their experiences of composition to those listening to recorded or live music and learn with confidence and curiosity about the music of various ages and origins. Where possible, and where relevant, links should be made to other curriculum areas. Links should only be made, when the links will enrich the music curriculum.

### **Roles and responsibilities of the subject leader**

- To support and guide the practice of the music programmet;
- To ensure coverage, continuity and progression in planning;
- To monitor and evaluate the effectiveness of music teaching and learning;
- To update documentation where necessary;
- To ensure staff development and training opportunities are available for all staff
- To liaise and consult with outside agencies where appropriate;
- To review regularly the contribution made by music to a meaningful curriculum;

The music leader monitors teaching and progress in music by:

- Informal discussions with teachers, LSAs and children;
- An annual resource audit;
- Assessing work and progress;
- Observing lessons;
- Photographic and video evidence;
- Assessing through Target Tracker

### **Equal Opportunities and Inclusion**

Music plays an important part in the life of our school. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys in music. Every effort will be made to ensure that activities are equally interesting to both genders.

Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children. Opportunities for music making and performing in public are made available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity. Using pupil premium we actively encourage disadvantaged pupils to learn an instrument and we provide free tuition and free instrument hire.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Where a child's progress falls significantly outside the expected range, they are provided with an Individual Educational Plan (IEP). This IEP is taken into account in enabling children with special educational needs to access and engage with the music curriculum. Factors such as classroom organisation, teaching materials, teaching style, differentiation are taken into account to enable the child to learn more effectively.

In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs. In this way we offer opportunities for enrichment and extension activities in existing music lessons, and possibly in additional or different lessons.

### **Assessment, Recording and Reporting**

Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Target Tracker is also a key element of assessment, allowing progression in each class to be clear and concise. Teachers can also obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by ensuring photographs and recordings of their finished products are obtained during lessons.

Policy written by Lauren Brown (Music Lead) - July 2022

Policy to be reviewed - July 2023

