

# Newington Community Primary School



## Music Policy

2023-2024

Amended:	Term 1 2023
Updated by:	Warwick Eldred
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

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## Intent

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*An inclusive curriculum designed to install a love and appreciation of music, irrespective of ability.*

At Newington Community Primary School we are committed to providing all children with a music curriculum designed to inspire and install a love for music in and out of the classroom. Music is taught from Nursery all the way through to year 6 by a specialised music co-ordinator who teaches every pupil in the school. Our aim is to make the curriculum relevant to our cohort of pupils and the subject overview is regularly adapted to incorporate the suggestions and interests of our children. Music provides a backbone for the promotion of the school's core values and ethos through specifically written songs that are shared during weekly assemblies and singing assemblies. Music has the potential to inspire and enrich every pupil's life irrespective of cultural background or ability and that is our overarching intention. We want to expose our pupils to a wide range of musical skills, a cultural and

**Ambition, Achievement, Aspiration**

historical understanding of music and its genres, and to empower our pupils with the necessary skills to use music as a form of expression, communication, and a way to develop important skills to develop self- confidence as a member of a group and as an individual. We also want to provide whole class teaching of specific instruments at KS1 and 2. Each year group focuses on a specific instrument and there is clear progress of musical skills, starting with the Ocarina, progressing onto the ukulele and finishing with the keyboard.

## **Aims**

The aim of our school's music department is as follows:

1. To develop the pupils understanding of music as an art form through singing, playing instruments, listening and appraising a wide range of musical extracts.
2. To encourage the use of music as an aid to the general development of our children regardless of their potential as musical performers.
3. To use music as a means for the pupils to express ideas and emotions, developing their ability to communicate effectively to others. To encourage the pupils to develop further self-confidence in a range of practical music projects, as part of an ensemble and individually.
4. To develop the pupil's critical appreciation of music in order to provide them with a source of enjoyment and understanding which they can continue to develop after leaving the school.
5. To provide the pupils with an historical appreciation of music and to enrich their understanding of different cultures and times.
6. To promote the school's ethos and values through songs, celebrations and radio/Vadio broadcasts and learning videos.
7. To provide whole class teaching of 3 instruments at KS1 and KS2 so that every pupil has the opportunity to explore their musical potential in a supported and progressive environment.

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## **Implementation**

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The children undertake a broad and balanced programme which is personalised to our pupils; their needs and their interests. Children learn a range of skills, concepts, attitudes and methods of working.

*Early Years*

Music is taught in Nursery and Reception in weekly 35 mins sessions. In Nursery we focus on simple Nursery rhymes, songs with actions, musical games and following basic musical instructions and routines. I try to follow the Nursery curriculum by exploring topics that relate to their general curriculum and write original songs specifically to enhance the pupils learning.

Reception use percussion instruments, tuned instruments (handbells) and have the opportunity to perform and record their musical adventures.

### *Key Stage 1*

During Key Stage 1, pupils learn about famous musicians including their lives and their famous works (eg. Saint-Saens and Mozart). They begin creating compositions based on the works of famous musicians and are introduced to basic notation. The pupils are taught 'Ocarina' as a whole class and are provided with their own instrument that they can then keep at the end of the keystone. The Ocarina curriculum is progressive in the skills that are needed and by the end of the keystone pupils will have experience of performance and composition using the instrument.

Key Stage 1 use their voices expressively and creatively by singing songs and speaking chants and rhymes. The pupils play tuned and untuned instruments musically. They listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select and combine sounds using the interrelated dimensions of music.

### *Key Stage 2*

Keystage 2 are introduced to graphic score and composing to fulfil a specific purpose (eg. writing a 12-Bar Blues Song, and creating a piece of music using rondo and ternary form). They continue to study the historical background to musical styles and learn the ukulele during year 3 and 4, and focus on the Keyboard during Years 5 and 6. This is all taught whole class. They have the opportunity to perform and record their compositions. Pupils explore the development of popular music and create a composition based upon specific musical genres. Pupils also learn songs reflecting the school's core values and take part in whole school musical celebrations including Harvest, Remembrance and Christmas. The pupils also create whole class radio broadcasts, and research and edit topics which they then perform and record. Pupils also write specific jingles for the school's radio/Vadio station.

### *Teaching and Learning*

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by adding extra support and structure where felt appropriate, to meet the needs of each individual child.

## Objectives of the Music Lessons

1. To develop the ability to listen (aural training) by:
  - a) repeating given rhythms and melodies.
  - b) listening to different instruments and a variety of music stimulus.
  
2. To develop the ability to sing as tunefully as possible by:
  - a) using tonic sol-fa.
  - b) singing songs by ear and from memory.
  - c) singing rounds.
  - d). Encouraging the pupils to develop techniques to strengthen voice projection.
  
3. To develop a sense of rhythm by:
  - a) clapping.
  - b) using percussion instruments.
  - c) using pitched instruments.
  - d) learning symbols of time value, e.g. crotchets.
  - e) learning to understand the difference between beat and rhythm.
  
4. To develop the ability to create own music by:
  - a) developing creativity through free improvisation on pitched and unpitched instruments.
  - b). Through structured composition, performance and recording of the pupil's original work.
  
5. To develop the children's interest in playing musical instruments by:
  - a) accompanying own singing.
  - b) teaching correct use of both pitched and unpitched instruments.
  - c) To use ICT as a means to communicate musical ideas and lyrics.
  
6. To help children understand the written language of music where appropriate by:

- a) using simple notation when singing and playing instruments.
- b) devising own methods of notation e.g. simple graphic notation.

7. To give children some knowledge of the lives of some well-known composers by:

- a) listening to and appreciating their music.
- b) learning about their lives.
- c) to create compositions based upon the styles of established composers.

8. To give the pupils a broad appreciation of music by:

- a). encouraging critical appraisal and musical debate.
- b). encouraging the pupils to explore music outside of the school setting.
- c). relating the subject to other areas of the media including video making and a basic knowledge of recording techniques.
- d). To encourage literacy skills through lyric writing and poetry.

9. To give the pupils exposure to 3 instruments throughout KS1 and KS2. We have chosen instruments that are relatively cheap to buy, should the pupils wish to continue their interest in music out of school. Pupils get to keep their Ocarina's at the end of KS1 to promote learning at home.

10). The pupils also have access to a whole years 'on-line' lessons that Mr Eldred created during lockdown. These are accessible, along with lots of other music based educational films on our school website, YouTube and Vimeo channels.

Throughout the pupil's musical experiences of performing and listening, the repertoire chosen should develop appreciation of the variety and richness of our cultural heritage.

### ***Management of the Subject***

*The pupils are provided with a wide range of learning activities in order for them to achieve the main aims of the Music Department. Activities include group/solo composition, group/solo performance, investigation of sound, experimentation of musical ideas and wall displays relating to a specific musical theme. All pupils are encouraged to perform in assemblies, shows and school celebrations. All pupils are welcome to join the Junior or Senior choirs and contribute towards the Radio/Vadio shows.*

### **Equal Opportunities**

*The Music Department is committed to ensure that all children have an equal opportunity to experience all of the areas of the music curriculum irrespective of gender, race, and disability. Pupils are encouraged to work in mixed gender groups. Much of the music history taught to the children aims to highlight differences in cultures, while considering other cultures influences on our society. Music at NCPS aims to make the syllabus accessible and exciting for all pupils, irrespective of any natural musical talent.*

### **Differentiation**

*The music curriculum allows for differences in ability within a class. The lessons take into consideration the pupils individual needs and ability and the learning outcomes of each task are differentiated in order to encourage the individual pupil's musical development. Tasks that can be tackled at different levels encourage all pupils to take part and install in the pupils a sense of achievement that is not dependant on musical proficiency. Individual pupils within a class receive varied levels of classroom assistant support, depending on their ability and needs.*

## **Cross Curricular**

*The music lessons have strong links with the other subjects taught in the school's curriculum. The school's core values are promoted through song and we have used music to encourage the pupils to learn their times tables and number bonds. Recently, I have also taught the basic phrases of each language that the school studies through original songs and accompanying videos. I have written songs specifically to enhance the learning in the Early years.*

## **Assessment and Recording**

*Assessment is undertaken by both the teacher and the pupils in the following ways:*

- 1. Critical assessment is made of pupil's compositions by their fellow peers, the teacher and by the pupil him/herself (mainly oral).*
- 2. Video is used as evidence of the pupil's musical development.*
- 3. Pupils get to perform and record their compositions using the Apple Mac and Garageband.*
- 4. Teacher writes a yearly report about the pupils offering a comment about their effort and attainment.*

## **Marking Policy**

*Music is a subject that requires an objective approach to the assessment and marking of a pupil's work. It is not a subject where conventional marking (e.g. ticks and crosses) are appropriate, as usually the musical tasks are not based on the concept of right or wrong learning outcomes. The pupils receive mainly verbal encouragement highlighting the positive achievements of their work. Pupils also receive end of year reports that include a grade for effort and attainment. Pupils are encouraged to review their own work and to identify future targets that will assist their musical and creative development. The KS1 and KS2 lessons show progress in the musical skills required to play each instrument successfully. The first year of specific instrument study tends to be a broad introduction, with the second year*

*spent refining and enhancing performance skills and developing an understanding of more advanced musical ideas and concepts.*