

Eastwood Village Primary School

## Music Policy



25/26

## **Introduction**

At Eastwood Village Primary School, we believe that music is a fundamental part of our experience as human beings and crosses all cultural and linguistic boundaries. Music is a powerful tool that has the ability to bring people together regardless of background and as a school we recognise its importance for all our pupils in terms of collaboration, communication, creativity and personal development.

## **Rationale**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to a range of music.

## **Aims and Objectives**

We aim to:

- provide first-hand, immersive musical experiences with access to a wide range of musical instruments
- engage children with exciting music lessons that inspire them to develop their own musical skills
- give children the opportunity to make music and learn how to use sound expressively in different ways
- offer all children the opportunity to perform, both alone and with others, using either instruments or voices, and celebrate their musical achievements
- give children a rounded view of the diversity of music, incorporating music from different cultures and backgrounds and by introducing them to different genres
- provide opportunities to listen to and evaluate high-quality live and recorded music
- stimulate an appreciation of the contribution that music makes to society, taking into account ethnic and cultural diversity and developing an understanding of music from different times and places
- guide pupils in composing in response to a variety of stimuli and in devising a form of recording or notating compositions
- developing an awareness of audience, venue and occasion

## **Teaching and Learning Style**

At Eastwood Village we encourage an active, hands-on approach to ensure all children are engaged in lessons and find learning fun. Teachers have access to Charanga music resources so that even non-specialists feel confident delivering music to a high standard and at a level appropriate for age and stage of the learners. They also have access to a wide range of musical instruments and can seek advice from the music coordinator at any time as well as the further resources and training available through Rotherham Music Hub. Children in Foundation Stage, Key Stage 1 and 2 have weekly lesson

led by the class teacher using Charanga to support implementation of music vocabulary, progression of skills and performance of music pieces. These give all children the exciting opportunity to learn to play an instrument and develop their listening and performance skills. We showcase our learning in music to parents on a regular basis through music showcases.

### **Contribution in other areas of the curriculum**

Music can be taught at any time during the week and should not just be a discrete subject but actively incorporated into other areas of learning. Teachers may include musical skills in theme, literacy, numeracy and phonics as well as during transition times. For example, music could be combined with a literacy lesson where children are learning about syllables in words by chanting them rhythmically and clapping the beats. If these are written out on individual word cards children can order several word cards in a sequence and create their own simple composition e.g. butterfly, butterfly, spider, bee.

### **Planning**

Planning for music is done through Charanga scheme. Each half term is planned for with a progression of skills and the implementation of tuned and un-tuned instruments.

### **Resources**

Each class has its own percussion pack with high quality musical instruments. Further resources are available in the music cupboard including a djembe drum, xylophone, class set of ocarinas and further percussion sets. Online resources are available at <http://activemusicdigital.co.uk/> (login to be given to all teachers) which includes lesson plans for teaching blocks on rhythm, pulse and pitch as well as singing games and fun activities.

As well as regular music sessions taken by the class teacher, where lessons may be organised to include whole class, group or individual work, all children will be involved in music through:

- whole class instrumental lessons for KS1 and KS2
- Rotherham music service delivering weekly ukulele lessons in KS2
- weekly singing assemblies
- annual Christmas productions
- annual Eastwood Fun Fest
- other celebration events

Children are given the opportunity to listen to a range of quality recorded and live music during assemblies, with the opportunity to hear live musicians perform. For children with a particular musical interest, additional activities include:

- choir
- opportunities to perform at local festivals

## **Assessment**

Teachers will assess children's progress using AFL techniques in every lesson. Music lessons can be evidenced through the work produced in our work showcases and in assemblies. Knowledge organisers are made available to all teachers to support age related teaching and assessment.

## **SEND and EAL**

Music will be taught in accordance with the schools' policies. We recognise the fact that there are children with a wide range of abilities in each class and with different educational needs and from differing backgrounds. Music is an inclusive subject that is taught in a way so as to make it accessible to all children and so that all children can benefit from and enjoy their musical education.

## **Equal Opportunities**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. Music plays an important part in the celebration of religious and cultural festivals and as a school we have a firm commitment to value, explore and perform music of all cultures.

## **Monitoring and Evaluating**

The teaching of music and any extra-curricular musical activities will be monitored and evaluated by the Music Co-ordinator at regular intervals. This will be carried out through:

- learning walks to look at music provision around school
- discussions with class teachers regarding planning and assessment
- samples of music planning taken from across key stages
- regular reviews of the music policy