

INGLEBY MILL PRIMARY SCHOOL



Music Policy

Autumn 2022

Mrs S. Watson
Due to be reviewed Autumn 2025



Imagine
Make a Difference
Persevere
Succeed

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

Music at Ingleby Mill Primary School

What do we want our children to learn?

Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness.

Aims

The following aims correspond to the relevant subject guidance and the Foundation Stage documentation.

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing the ability to make judgements of musical quality;
- acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music-related career;
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

All key stages

At all key stages, music teaching should:

- Develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills by applying listening skills and knowledge and understanding of music

In particular, by making and responding to a wide range of music, children should be helped to understand:

- how sounds are made, changed and organised, for example through the use of the musical elements and structures;
- how music is produced, for example through the use of instruments, and musical processes including relevant symbols and notations;
- how music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

In KS1 children will follow the music planning, which will enable through knowledge, skills and understanding to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.

- play tuned and un-tuned instruments musically.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2, pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be 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.

Building on children's earlier experiences

Before embarking on Key Stage 1 work, many children will have attended nursery and reception classes where they will have had the opportunity to sing, explore sounds and dance and/or move to music. In particular, they will have recognised and explored how sounds can be changed; sung simple songs from memory; recognised repeated sounds and sound patterns; and matched movements to music. They will also have communicated their ideas, thoughts and feelings by singing a variety of songs and using musical instruments.

These experiences should be recognised and built upon by;

- maintaining an emphasis on action songs, especially in the early part of key stage. Cross curricular links are often made, for example the use of songs and rhymes to support learning in Maths.
- making music fun, for example by using musical games to extend skills and the understanding of musical concepts
- recognising that individuals are likely to respond in very different ways and that this needs to be encouraged while also increasing their awareness of others in group and class performances.

How will we do this?

Teachers plan music in Teams termly or half-termly following the agreed Key stage 1 and 2 framework document and Foundation Stage documentation. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence and creativity in the children's music-making.

The Model Music Curriculum (2021)

The MMC is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching. The MMC complements the National Plan for Music Education and is intended to be used by specialist and non-specialist music teachers at Key Stages 1 and 2 (Primary level), building on an Early Years Foundation.

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing

- **Performing/Instrumental Performance**

Within each of these areas are some suggested repertoire choices to support teachers in delivering the curriculum and, in the appendices, suggested approaches to demonstrate the way in which musical listening, meaning, performance and composition are linked.

Ideas and suggestions from the MMC are being incorporated into the music planning for each year group within school (from September 2022), following a pattern of a listening starter, composing/performing then singing in each lesson if appropriate.

Teaching and Learning styles

Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities. In our school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

Teaching will differ according to context of the lesson but will usually consist of whole class / mixed ability group work and individual contributions.

Music lessons will take place in the studio which is time tabled for each year group/class on a termly basis or in the classroom. Music is taught by the class teacher or a PPA music teacher. The children have access to a wide range of resources including percussion instruments, recorders, singing resources, IT-based resources e.g. Garage Band and Charanga (a web based whole school music resource).

Recording of Work

There are a variety of ways in which children are encouraged and expected to demonstrate their knowledge and understanding. For example:

- Talking, discussing and appraising
- Use of digital recording devices to record compositions e.g. using an iPad to record then using Air Server to replay it on the interactive whiteboard
- Drawing, sketching and writing in response
- Whole class or group compositions
- School or class assembly themes
- Display work
- Using computer programs
- Singing

Assessment and record keeping

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In all year groups each unit of work for the subject will be assessed against expectations for each pupil in medium term planning, which are to be found on the school Target Tracker computer system.

Evaluation

The music leader has access to every teachers' medium term planning and will work with classroom teachers to help them follow and improve the school's policy and scheme of work.

Extra- curricular music

Children are encouraged to take part in various performances, both in and out of school. They are also given opportunities to listen to various visiting musicians and to participate in music workshops, for example, samba drumming. These workshops led by Tees Valley Music Service (TVMS) also provide a dual role in giving CPD opportunities for teaching staff. There is also the opportunity for children to participate in large-scale performances organised by TVMS e.g. Snappy Christmas. TVMS are the lead partner in the 'Music Education Hub' for Tees Valley schools, which provides greater access to musical activities. There is also an after-school singing club run by teachers every week.

Additional music teaching

Singing

Singing is a strength of the school. It is promoted through a variety of learning opportunities, including singing in every assembly, and the performance of songs in class assemblies. The school has a subscription to Charanga which has a variety of singing activities, as well as access to 'Words on Screen' from Out of The Ark publications to further widen the variety of songs available to the children.

Musical Instruments

Recorders

All KS2 children learn the descant recorder. A published recorder textbook scheme supports teaching in this subject. By the end of Y6 therefore, all our children will be able to play an instrument and read musical notation to some degree.

Musical instruments (cont.)

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Tees Valley Music Service (TVMS), and this school has chosen to participate in the programme. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the viola, violin, cello, double bass, clarinet or flute. This is in addition to the normal music teaching of the school, and usually takes place during lunchtimes or during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

The school also benefits from peripatetic sessions from Rocksteady, who provide the opportunity for children to learn drums, electric guitar, bass guitar, keyboards and vocals as part of a 9-piece band. These lessons take place during school hours and culminate in a termly 'rock concert'.

What impact will it have?

The practical and creative approach to music at Ingleby Mill Primary School provides our children with an engaging and high-quality music education that allows them to begin to engage in and experience the opportunities that music has to offer. We provide children with a variety of opportunities to experience music in many different forums such as singing, playing musical instruments, reading music, performing in concerts and assemblies, composing music and learning about the history and different styles/genres of music. This allows our children to learn the importance of music in our daily life and our future. Pupil voice is used to further develop the music curriculum. Through feedback we can use pupils' attitudes towards music to adapt our approach to ensure all children are motivated learners.