

Cavendish Church of England Primary School



Music Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2020
Date to be Reviewed:	Autumn Term 2022

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Intent

At Cavendish Church of England Primary School it is our aim to provide a music curriculum that inspires pupils to develop a love of music and recognise their talent as musicians, whilst ensuring that all the requirements laid down by the National Curriculum and the EYFS Framework are covered. Enjoying and making music are part of daily life in school and support our whole school vision to encourage children to respond creatively to the internal and external challenges in life, with compassion for others, including for creation and the planet. This is reflected in our school vision statement: *Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10.*

Children explore the challenge to communicate through music to create and express themselves musically. As well as composing music children are able to respond to the creativity of others through our study of 27 set pieces of music within our long term plans. This in turn encourages compassion as music evokes difficult emotions and sympathies within us. Additionally, through structured music lessons, we plan for children to: develop a secure conceptual understanding of the elements of music (e.g. pulse, pitch, rhythm and texture); learn skills to be able to perform, compose and appreciate music of all genres; explore music from different cultures and eras through topic-based links; give each child the opportunity to learn an instrument, beginning with their voices (Kodaly) and progressing to the Ocarina in KS1 and recorder in KS2. Our vision is that all children will develop a critical engagement with music and a secure foundation of skills to develop their learning further in KS3.

Implementation

Through a varied curriculum, teachers will encourage a positive and enthusiastic learning environment where all children are able to achieve. Across KS1 and KS2, the music curriculum is organised in units of work linked to topics in a two-year rolling programme to allow cross-curricular learning. In EYFS, the annual curriculum follows the statements of the EYFS Foundation Stage Curriculum. The music curriculum is implemented in the following ways:

- A weekly dedicated music lesson based on the planning linked to each topic unit.
- Learning builds on prior knowledge of key musical elements from previous key stages, ensuring children have opportunities to embed these skills and progress further in their knowledge. (See progression maps)
- At all stages, staff are aware that some children may be developing music skills through external music lessons and adapting music planning to ensure all children receive adequate challenge in their learning.

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- Frequent practical sessions allow children to explore and apply the key skills and knowledge they have been taught.
- Key musical elements taught in each lesson ensure these skills are being developed throughout the children's school experiences. In music, the development is based on the early music concepts of Kodaly/Orff focusing on moving and singing with basic understanding of pulse and rhythm, progressing to understanding notation, time and key signatures and pitch.
- Increasing skill in reading sheet music and written notations.
- New vocabulary and challenging concepts are introduced through direct teaching. This is developed across key stages and linked to topics.
- Performance activities are planned into lessons to enable children opportunities to develop their confidence and skill as performers.
- Lessons are planned to allow children to compose their own pieces of music based on pieces studied in order to develop their own creative ideas.
- Teachers use precise questioning in class to check conceptual knowledge and skills and assess regularly to identify those children with gaps in their learning.
- Daily music learning occurs in Collective Worship, where children learn new songs and practise singing familiar ones, developing their understanding of singing in choral groups and developing skills of performing in canon, including breath control, understanding of pauses and dynamics.
- In the foundation stage, children have access to independent music-making activities in their continuous provision.
- Each half-term, all children have the opportunity to perform their songs and lead singing in the end of half-term church service to parents, linking the whole school community in musical celebration.
- The annual school dance festival gives children a further opportunity to develop their performance skills, learning to interpret music linked to their topic areas, demonstrating an ability to respond creatively through dance to express beat, rhythm and dynamics.
- Children in EYFS Foundation Stage and KS1 join to perform an annual Nativity Play in the Autumn Term, including learning and performing songs and dance routines.
- Children in LKS2 learn and perform song and dance routines as part of their annual school play in the Easter Term.
- For children in UKS2, music is used to enhance mood and support interpretation of their Shakespeare performance.

Impact

Through providing a hands-on, engaging music curriculum for all children at Cavendish Church of England Primary School, children will develop a critical engagement with music and a secure foundation of skills to develop their learning further in the following key stages and the wider world.

The impact of the music curriculum will be measured through:

- Teacher assessment in lessons, through observation of practical skills and marking recorded work.
- Recorded versions of performances.
- Peer assessment of performances and compositions.
- Simple quizzes throughout learning units to assess individual key knowledge.
- Formative assessment against subject statements on Target Tracker.
- Informal discussions between music subject leader and class teachers – including during book scrutinies.
- Class groups are invited to perform key pieces to whole school assemblies.
- Evidence of progress over the year captured through Target Tracker and Teacher assessment.

After school clubs change each term and have included Choir, Ocarina, expressive dance and recorders. The school offers peripatetic lessons in piano and guitar. A wide range of peripatetic instrument instruction is available through our third party providers.

Enrichment

The school's vision is that music plays a key role in daily activities and encourages opportunities to perform to local groups as an enrichment opportunity.

- Further opportunities to share and perform music in and for the wider community happen during visits to the local retirement home and village Christmas lunch where the children's choir perform.
- Enrichment activities, such as Chinese New Year, Mardi Gras, Sukkot, include opportunities to experience how music and dance form part of global celebrations.
- Annual dance festival supports interpretation and response to music as a stimulus
- Music is an embedded part of dramatic performance
- Music is available as an option for children to include in their ArtsAward portfolios.

Cultural capital

Our music curriculum has been carefully planned to offer children a broad range of experiences. Pieces have been selected to link to topic areas, but also to reflect the creative work of different composers from a variety of cultures, genders, continents and media. By the end of KS2 children will have explored 21 key pieces supporting their cultural development. Our curriculum will ensure that all children have the opportunity to learn about these famous individuals and the impact they have had on the world around us. Our music curriculum also promotes British Values through exploring how each value plays a key role in how we contribute musically to our society and show respect and understanding of other cultures by studying their values and musical responses. The UKS2 music curriculum also features a unit on the role of British Values in the modern-day UK, reflected through our National Anthem and role of the monarchy, as well as considering similarities and differences with other countries.

Developing children's knowledge of hymns traditional and modern form part of our daily Collective Worship and increases children's awareness of the role of music within Anglican traditions, as an expression of, and a response to faith.

All music lessons will provide children with opportunities to link to the school vision of challenge, creativity and compassion.

Inclusion

The school provides a broad and balanced curriculum to all children regardless of ability or background. Lesson activities are differentiated to ensure all children are able to access their learning. Children with SEND are supported in a variety of ways including: word mats, writing frames, differentiated challenges, visual aids, specific questioning, pictorial representations, music software, adult support, peer support and support in using musical instruments and equipment. To support AGT children, teachers use different open-ended questions and statements as well as differentiated challenges and next steps to allow for deeper thinking and application of musical knowledge and skills at a mastery level.

Music teaching in UKS2 will include specific understanding and consideration of voice changes of boys approaching puberty.

Our work on musicians and composers from around the world supports diversity and equal opportunities of all.

Access to the curriculum does not exclude children on the grounds of family finances. Ocarinas and recorders can be supplied to children in receipt of free school meals as part of Pupil Premium provision.

Cross curricular links

The National Curriculum 2014 recognises music as a universal language embodying the highest form of creativity. At Cavendish Church of England Primary School, we recognize the wide opportunities to use

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music within our curriculum: supporting plays, providing atmosphere in Writers' Workshops and for understanding the setting of topics, alongside a key role in Collective Worship and Church services.

Maths:

Understanding note values and time signatures relies on and is related to secure understanding of fractions;

English:

Understanding of comparative adjectives helps children to label the music concepts they encounter; historically significant references, such as music as propaganda in WW2, are noted and discussed; children have the opportunity to create artscapes linked to the music they hear. Music lessons also support independent application of reading and writing.

Science:

The study of pitched instruments links to the topic of hearing.

IT:

Specific music software supports creativity and exploration. IT is used to record performances to celebrate, share and inform assessment.

RE:

Music is an expression of and response to faith and is explored across our curriculum study of 6 main religions.

MFL:

Children have the opportunity to learn songs and hymns in different languages, including a variety of sung versions of the Lord's Prayer.

PSHE:

Music is explored as a means of self-expression and the pleasures of listening to music for wellbeing and relaxation.

PE:

Expressive responses to music include dance and rhythm gymnastics.

Subject Leader: