



At Little Eaton Primary School, Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Intentions:

Music at Little Eaton Primary School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities, respond to musical emotions and develop their musical talents
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Experience listening to music of a variety of styles and cultures. Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Provide children with opportunities to compose music and express their ideas and feelings through music
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

National Curriculum

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

In Key Stage 1, pupils should be taught:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage 2, pupils should be taught:

- to sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance and Charanga.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Implementation:

Teaching and planning of Music

- The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) in a skills-based, creative and spiral curriculum.
- Little Eaton Primary School have subscribed to the Charanga scheme of learning which is delivered by class teachers on a weekly basis. They are routinely supported by the school's music co-ordinator.
- Each class (Year 1 to Year 6) receives a total of 45 minutes music teaching per week.
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and homework, and through extra-curricular activities and performing opportunities.
- Children are encouraged to use their own instruments, including the recorder, during composing activities.
- Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances.
- Peripatetic teachers are available for tuition at a fixed cost on Piano, Drums and Brass.

Inclusion and equality

At Little Eaton Primary School, all pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.

During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.

Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability. Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning.

Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

Impact:

Monitoring, Record Keeping and Assessment.

- Due to the practical nature of the work, evidence of activities undertaken may be in the form of notes, videos or photographs.
- Evaluation of work is carried out through discussion and classroom observations.

Subject leader role

The Music subject lead is responsible for raising the standards of teaching and learning in Music. This will include:

- Overseeing the design and delivery of the Music curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Mrs J. Dilleigh (Music Subject Leader).

Confirmation that the policy for Music, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Governors: Date:

Headteacher: Date:

Next Review date:.....