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## **Music**

*“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”*

— Plato

### **MISSION STATEMENT**

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children’s progress and achievements.

### **AIMS**

At Water, we welcome the importance Music has in our curriculum to develop pupils creative and artistic talents. An involvement in music, whether as a listener, a performer or a composer, can make unique contribution to the enrichment and development of the whole individual; we want to ensure every child has the opportunity to develop their music abilities through a creative and diverse music curriculum.

### **CURRICULUM AND SCHOOL ORGANISATION**

In order to achieve these aims, music is organised into units. The teachers will follow the Lancashire Music Service scheme of work Charanga which uses modern songs to inspire children’s music learning. The Learning Objectives for singing are taken from the National Curriculum and Extra-curricular musical activities are available e.g. choir and recorder group. Where necessary, ICT is used to enhance the teaching and learning of Music including recording children performing to use as assessment. We also have a range of percussion instruments in school which can accompany the

teaching of music. Our reception children will follow the EYFS framework to ensure objectives are being covered and assessed. Our coverage is on a rolling programme, please see appendix 1. Due to the nature of our small school, the programme will need reviewing at the end of the school year.

The National Curriculum (2014) states:

*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 the best in the musical canon.*

### **PLANNING AND DELIVERY**

Planning is used to:

- set clear and achievable goals;
- ensure work is matched to pupils' abilities, experience and interests;
- ensure progression, continuity and subject coverage throughout the School.

Music in our school allows all children to participate with enjoyment in the activities of:

- Performing
- Composing
- Listening
- Appraising

Through these activities children will develop an understanding of the following musical concepts:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture

### **BREADTH OF STUDY**

A range of musical activities that integrates performing, composing and appraising.

- Responding to a range of musical and non-musical starting points.
- Working on their own, in groups of different sizes and as a class.
- Using ICT to manipulate and refine sounds.

- A range of live and recorded music from different times and cultures.

### **PERFORMANCE AND COMMUNITY LINKS**

At Water, we celebrate children's confidence in performing and sharing their talents. We encourage this through hosting special assemblies and also performing in the local community including singing at local churches and also at special events in the village. We welcome links between local secondary schools and also participate in national events such as Young Voices and also singing at Blackburn Cathedral.

### **ICT**

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in music as appropriate.

### **ASSESSMENT, RECORD KEEPING AND RECORDING**

Assessment is generally the responsibility of the class teacher and is used to:

- Plan future teaching and learning.
- Provide summative information for parents and teachers.

A range of assessment techniques is used including:

- Teacher observation of children working.
- Discussion with and questioning of pupils.
- Marking and evaluation of any written work.
- Recording – video and sound, also taking photographs at appropriate times to show both processes and final performances.
- Evaluation of completed work – by the children as well as the teacher.

### **EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, race and social circumstance, have access to the music curriculum and make the greatest progress possible.

### **SPECIAL EDUCATIONAL NEEDS / INCLUSION**

The school will work to ensure that all pupils including those with special educational needs are provided with an appropriate music curriculum. In order to achieve this, teachers will work to:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.

- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

## **ABLE, GIFTED AND TALENTED**

Able, Gifted and Talented (AGT) children should be identified and noted on the school AGT register. Appropriate opportunities should be provided for them to share and develop their talents. The teacher should ensure that children are suitably challenged and extended within the lessons.

### **Resources**

We have a wide range of percussion musical instruments in school as well as using the Lancashire Music Scheme of work which enables children to listen and learn varied pieces of music. Children in upper KS2 also are loaned a musical instrument from the Lancashire Music service which they are able to take home to further their abilities.

### **Appendix 1**

#### **Music Rolling Programme**

The schemes of work are taken from the Lancashire Music Service Charanga scheme of work. EYFS and Key Stage One follow an annual programme of study and Key Stage Two follow a four-year rolling programme due to the nature of our small school including the alternating number of classes we have from one year to the next.