

Mugginton Church of England Primary School



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Music Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the new national curriculum September 2014.

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. We believe music can bring us together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through a love of listening to friends, performing. The sheer joy of music-making can feed the soul of a school, enriching each child while strengthening shared bonds of support and trust which make Mugginton such a special place. Music is used across the curriculum, and unites our school, through worship and performance. Its inclusivity builds in children an appreciation, a sense of unity and a cultural appreciation that reaches across ages, abilities and background. A high-profile approach to the provision of peripatetic music lessons means that over 75% of our children learn an instrument, with many reaching a high standard of success.

Music is a deeply creative discipline which is fully embedded throughout school life. Our music curriculum encompasses the aims of the National Curriculum to ensure all pupils :

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Mugginton, music is used to promote pupils' SMSC development in the following ways:

we encourage the use of creativity, enjoyment, wonder and imagination in the children's learning.

worship is underpinned by careful choices of hymns and music that broaden the children's understanding of ideas about moral or ethical issues, and the viewpoints of others.

we promote a sense of unity and belonging by coming together regularly as a school and key stages to sing and perform, often engaging with the wider community and developing a spirit of co-operation and collaboration.

music from a range of cultures is experienced and the cultural influences that have shaped it are explored.

We lay the foundations for the use and understanding of music as a source of pleasure, confidence, performance and spiritual wellbeing. The rigor and dedication developed through the standards of musical performance in the school is widely recognised and carries Mugginton children on into their future lives.

Intent

We use a variety of teaching methods in music lessons. Our principal aim is to develop the children's knowledge, skills and understanding in four core skills: Singing, Listening, Composing and Performing, whilst promoting their enjoyment and engagement with the subject.

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. We do this through a mixture of whole-class teaching and individual/group activities. Teachers make great efforts to celebrate the efforts of all children and to use particularly good work as a model for others. We encourage children to evaluate their own ideas and methods, and the work of others, and discuss what they think and feel about them. Children have the opportunity to listen to a wide range of music from different genres, countries and eras and use a wide range of instruments, materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

setting common tasks that are open-ended and can have a variety of responses;

setting tasks of increasing difficulty, celebrating children's pre-existing musical experience

providing a range of challenges with different resources;

using additional adults to support the work of individual children or small groups.

At Mugginton, alongside the National Curriculum objectives we aim to

- Offer the opportunity for every child, regardless of age, background or ability, to learn one of flute, piano, saxophone or clarinet.
- Promote high levels of engagement in music by encouraging experimentation—banning the 'I can't do it' mentality because music is about more than just playing an instrument.
- Encourage the children to gain inspiration from their peers and to have their progress celebrated by offering regular opportunities to perform in front of classmates and the wider school community—for example, Corrina and Miss Beresford's Church Musical Extravaganza.
- Provide a curriculum which allows the development of the four core skills by providing exposure to a wide range of musical styles and offering open-ended, rich projects which celebrate all ideas.
- Displaying clearly the key music vocabulary in each classroom.
- Making clear the links between great works of music and our enjoyment of film, television, theatre, computer games etc — that inspiration behind great art can come from great music.

In a Music lesson at Mugginton, you will see:

Happy children, who feel safe and confident enough to contribute their ideas meaningfully and perform in front of their peers. The children will be able to name different musical eras and genres and can identify common instruments within a piece of music. The children's musical vocabulary will be displayed and the children will use ambitious language when describing and creating pieces of music. The visitor would see a wide variety of musical styles, ideas and creativity from around the world. The children will be able to tell you what they are learning and what skills/knowledge they need to use in order to succeed (in an age-appropriate manner). Children will be engaged and excited by their class and individual music lessons.

Implementation

We aim to ensure that all pupils

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Planning for each key stage ensures continuity and progression of skills/knowledge. Music is planned and taught using the principles of the Model Music Curriculum (March 2021). Topics that the children study in music build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge and the children are increasingly challenged as they move through the school. Wherever possible we aim to participate in local and national music projects such as Young Voices, Sing Up, The BBC Ten Pieces Project.

The Foundation Stage

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Music Express is also used in the Foundation Stage. Children sing songs, make music and dance and experiment with ways of changing them. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

In Key Stage 1, pupils will be taught to:

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 KS2 pupils will be taught to sing and play with confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and creating their own music.

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.

Additional music teaching

Peripatetic music teaching is organised by Mrs Corrina Etherington, who works in school on Mondays, Tuesdays and Thursdays. Children have the opportunity to learn piano, flute, clarinet and saxophone.

Opportunities for live performances at our half-termly end of term Church Services

Singing practice — Once a week (Thursday afternoon) the whole school meets to learn hymns and songs for collective worship and special occasions linked to RE and PSHE

Listening & Appraising — Before lunchtime every day the whole school meets for Collective Worship. The session is an opportunity for introducing a new piece of music and for quiet reflection at the start of each collective worship.

School entertainments — At Christmas time and at the end of the summer term all children take part in a musical performance. Additional exciting events such as 'Corrina and Miss Beresford's Musical Extravaganza' are part of our school culture.

Impact

Assessment and recording

See policy on assessment, reporting and recording.

Resources

There are sufficient resources for all music-teaching units. We have a class set of 'Toots' and 'Doods' (mini flutes and clarinets) as well as recorders, small percussion instruments and larger flutes and clarinets as well as an electric piano. We use our interactive whiteboards, Spotify and YouTube to share music with the children and have access to CD players and wireless speakers across school. For church performances, the school has purchased a PA system.

Monitoring and review

The music coordinator monitors the work of pupils throughout school and the Headteacher reviews the planning for each key stage. It is the responsibility of all staff to monitor and evaluate the curriculum provision for music within the school in order that pupils make the greatest progress. Evaluation may take place by means of a number of methods of including:

Pupil Voice and analysis of the number of children who take music lessons and the number of children who participate in live performances

Assessment of pupils' work and their achievements.

Analysis of teacher's planning as seen in the long and short term plans.

Discussion between staff.

Classroom observation.

External inspection and advice.

At the end of the topic teachers review their work and annotate plans for future reference.

Health and Safety

Children are always encouraged to use instruments carefully and safely.

An instrument which is blown should have the mouthpiece cleaned after each child has used it.