

MUSIC POLICY

1. Introduction

This document is a statement of the aims and strategies for the teaching and learning of music at Cherry Orchard Primary Academy. The policy was written to reflect the guidance given in the Primary Years Programme (PYP) International Baccalaureate Arts Scope.

It was written by R Stroud, Music Coordinator, in April 2018.

It was approved by the Principal in September 2018. Reviewed 25/09/19, September 2020.

2. Music at Cherry Orchard

Music is delivered in timetabled weekly lessons by the Music Coordinator. A flexible and bespoke music scheme has been written for the school to support the children's learning across the school. This is enhanced by the structure of the PYP as we explore music through the central transdisciplinary IB themes each term, listed below:

- Who we are
- Where we are in time and place
- How we express ourselves
- How we organise ourselves
- Sharing the planet
- How the world works

Each year group has their own Musical Learning Journey that reflects the IB central themes and ideas for each term. This makes the sequencing easy to follow for non-specialists.

The scheme is further enhanced by other resources such as Sing Up, BBC 10 Pieces, ABRSM Classic 100 and BBC Make The Noise/Bitesize online resources and Kodaly method.

Further musical opportunities are pursued throughout the year to enhance the children's learning, for example, musical workshops are invited to school, children are given the opportunity to perform in the annual LAT's Got Talent competition and attend the annual Young Voices Events at the O2 Arena.

SEND Focus: A weekly class is held for SEND children where their regular class musical learning is reinforced through less structured lessons. There are more elements of child-led learning in these sessions as the children build their confidence in their musical knowledge through song, action games, props and non-tuned percussion.

3. Intent

Musical experiences and learning begin with the voice. It is important that students are given opportunities to discover a broad range of music experiences including classifying and analysing sounds, composing, exploring body percussion, harmonising, listening, playing instruments, singing, notation, reading music, song writing and recording.

Individually and collaboratively, all students, regardless of background, should have the opportunity experience the best music making, appraising and performing and be able to create and respond to musical ideas.

Our intent is that all pupils will, to the best of their ability:

- Develop the interrelated skills of performing, composing, creating and responding to music.
- Extend the above skills by applying listening skills and knowledge and understanding of music.
- Understand how sounds are made, changed and organised.
- Understand how music is produced through the use of instruments and musical processes, including relevant symbols and notations.
- Understand how music is influenced by time and place.
- Have an overview of music history and close-up practical experience of music making through the ages in church, court, concert hall and home.
- Have an understanding of how rhythms and sound are notated.
- Have opportunities to listen to live and recorded music
- Be able to take part in live performances
- Build on knowledge and skills over time
- Be able to use musical vocabulary

4. Principles of teaching and learning Music

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 their 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 transferable skills, attitudes and attributes that can support learning in other subject areas 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.
- Develop the child as an appreciative learner, ready to engage, understand and develop their musical ideas

5. Implementation

The music curriculum has been designed to recognise that learning in arts is a developmental skills-based process and that the phases through which a learner passes are not always linear or age related.

Our learning outcomes document provides a summary of the minimum expected standards for each year. Musical knowledge builds year on year to achieve musical progression as the children move through the school.

Please see the document attached for detailed learning outcomes for each year.

Teaching includes, but is not limited to, the following strategies;

- Introducing the children to a range of music from the medieval to the late 20th century. This includes music from other cultures as well as western music, both classical and popular.
- Learning about conventional notation and the writing and understanding of rhythms, including graphic notation.
- Intertwining performing, composing, listening and appraising through imaginative games, projects and songs. Elements of music such as pitch, duration, dynamics, tempo, timbre, texture and structure are visited through projects, games and songs.

- Singing, which shares music making spontaneously with others regardless of age, gender, background or ability.
- We offer the children the opportunity to participate in weekly choir rehearsal to take the lead in the musical element of all whole school performances to parents, e.g. Harvest, Christmas Services, Summer Concerts and community events.
- A weekly after school music club is offered to children across the school.
- A weekly (non-audition) choir is run for children from Year 1 – Year 6.
- Encouraging children who show an interest in learning an instrument and liaise with colleagues/parents to facilitate
- Future plans to facilitate whole class learning on a tuned instrument through Kent Music
- Whole school singing is encouraged for performances/concerts/seasonal events

6. Impact

Impact is measured through the following ways:

- Pupil voice and engagement
- Termly assessment – Musical Learning Journey added to Floor books and Milestone Activities undertaken at the end of each term
- Reflections from staff and pupils
- Lesson observations
- Audio/video evidence

7. Role of the Music Teacher

The Coordinator's role is to:

- Take the lead in policy development and in the production of schemes of work designed to ensure progression and continuity in the teaching of music throughout the school.
- Implement the scheme of work, to do assessments and keep records of activities.
- Keep up to date with developments in music education, including attending relevant courses and reading and studying new ideas and approaches to teaching music.
- Select appropriate music for performance at Harvest Festival, Carol Concert, Nativities, Leavers Services and other musical aspects of school events held during the year. In addition select music for Christmas plays/pantomimes/plays. Select or compose appropriate instrumental or percussion accompaniments to all the above. Co-ordinate and rehearse all concerts, pre-record accompaniments and conduct performances.
- Select appropriate music for the weekly School Choirs, train and conduct choir, pre-record accompaniments.
- Lead a whole school weekly singing assembly.
- Look for opportunities for musical outings and workshops across the school.
- Lead a weekly music class as Specialist Resource Provision.

8. Extra curricular activities

- Choir – weekly: Tuesday mornings (non-audition)
- After school Music Club – Weekly: Musical Theatre/Young Voices Choir/ Bucket Drumming
- Instrumental teaching is offered on keyboard and guitar through an independent visiting music teacher.

9. PHSE and SMSC

We recognise the importance of PSHE and SMSC in all aspects of the curriculum.

SMSC Music policy:

Different cultures, beliefs, faiths and experiences are explored through the diverse music genres that the children study. They learn about themselves and others in the surrounding world through action songs and rhymes from different cultures. The history of music is explored to give the children a sense of place and for them to study the different influential music movements that have existed through time.

Creativity is encouraged through both group and individual work with a focus on developing imaginations and encouraging ideas to produce compositions that are child-led.

10. Online Learning

Children unable to be present in school are provided with a weekly video and/or resources on Google Classroom for them to be able to practice any music for future performances, or to keep in line with what is being learned in the classroom for that particular term.