



## Policy for Music

The following policy document should be read in conjunction with the 2014 National Curriculum in England: music programmes of study [found here](#).

### **Purpose of Study**

*'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.'*

*National Curriculum Music (2014)*

Music is the only curriculum area which is exclusively concerned with sound.

'Music is a practical subject; it is academic, creative, technical, intellectual and challenging. Musical learning is about thinking and acting as a musician'.

Dr Alison Daubney (University of Sussex) and Professor Martin Faultley (Birmingham City University)

Holley Park teaches music through the Charanga Musical School programme. Children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.

'Children not only learn about music; they become musicians who are able to share and perform using their new skills'.

Charanga Musical School

### **Aims**

The national curriculum for music aims 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.

-National Curriculum Music (2014)

The Charanga Musical School provides a range of materials from across the ages and around the world. Singing is central to Charanga Musical School with songs which differentiate instrumental parts. Throughout Charanga Musical School the children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments. The desired learning intentions for primary music outlined in the programmes of study are met practically through Charanga Musical School.

### **Attainment targets**

In accordance to the Music Programmes of study: key stages 1 and 2 National Curriculum in England by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **Key stage 1**

Pupils should 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 interrelated dimensions of music

## **Key stage 2**

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

Pupils should be taught to:

- 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 interrelated 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

## **Cross Curricular**

Music has strong cross-curricular links supporting cross-curricular learning areas. Planning should include evidence of cross-curricular links to provide opportunities for cross-curricular teaching. Connections can be planned using Charanga Musical School, Music Express and Sing Up, alongside other planning resources.

## **Values and Attitudes**

The children are encouraged to adopt the following values when improving new musical skills.

1. Pleasure and enjoyment from music.
2. Interest and motivation.
3. Co-operation and collaboration

## **Equal Opportunities**

The school strictly adheres to its Equal Opportunities policy in all aspects of teaching music.

## **Assessment**

The assessment of Music is part of the school's general assessment policy. It relates to the attainment targets and the end of Key Stage Statements laid down in the statutory orders. Teachers decide what is to be assessed.

Charanga Musical School Assessment Framework links Musical School teaching and learning to assessment. It uses a PLAN-DO-CHECK-REVIEW approach.

## **Special Needs**

In conjunction with the school's Special Needs policy any child will be given the appropriate additional support if they are defined as having a special need in Music. The class teacher and music co-ordinator will work in close liaison with the person in charge of Special Needs. Charanga provides a new section of Musical School dedicated to SEND (Special Education Needs & Disabilities). The SEND Scheme is a full Scheme of Work with planning and interactive resources for every lesson.

## **Inclusion**

"All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential".

DfES 2001 (Inclusive schooling)

Holley Park Academy is committed to a policy of inclusion and will seek to remove the barriers to learning and participation that can hinder pupils.

## **Recording**

Records of individual progress through the programmes of study will be kept by individual teachers and passed on each year. Music work carried out by the class is recorded and evaluated on planning sheets in conjunction with the school's curriculum planning documents.

## **Evaluation**

The Teacher in Charge of the subject constantly reviews evaluation of the effectiveness of the music curriculum offered to the children. All staff are free to make suggestions on how to improve the standard.

## **Staffing and Resourcing**

There is a teacher who has responsibility for overseeing and resourcing of the subject. The teacher in charge has an annual budget in order to resource the subject so that effective teaching can take place and the school's policy can be maintained.

## **Management Guidelines**

The Management should have a clear view of the purpose of music education and how learning outcomes are achieved. They then require effective communication to others. Sharing ideas and involving others in management considerations can ensure that all staff understand requirements and that individual talents are put to full use. The teacher in charge has a key role in team building and maintenance. Team members have responsibility too, as part of the school approach to music education as well as to individual management of their own teaching of music. Maintaining high morale, clear purpose, effective interaction and collaboration calls for participation from all.