

Hollinhey Primary School



Music Policy

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Music Policy Statement

Introduction

This policy outlines the purpose and management of the Music taught in Hollinhey Primary School. For the EYFS, Music is an integral part of their curriculum. Music is one of the non-core subjects of the National Curriculum for Y1 –Y6, and children are required to follow designated programmes of study in order to achieve particular levels of attainment:

Aims

To deliver each child their entitlement to the Programme of Study of the National Curriculum, at a level appropriate to the individual needs of that child.

Through our teaching of Music, we aim for pupils to:

- 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.

(These aims have been taken from National Curriculum for Music 2014)

Intent:

In line with our values at Hollinhey, our music curriculum allows children to express their creativity and individuality. It is also designed to enthuse, stimulate, delight and encourage pupils' love of music.

Honesty – Evaluating our own and others' performances.

Effort – Ensuring all children try their best in the key skills of music.

Achievement – Gaining a sense of success and achievement by learning and developing new music skills.

Respect – Being a respectful audience and demonstrating an unbiased respect for the role that music may play in any person's life.

Tolerance – Accepting the validity and importance of all types of music.

Implementation:

We provide enriching opportunities throughout the school embedded across the curriculum to develop skills and knowledge of composition, performance, listening and appraising. At Hollinhey, we currently follow the **Love Music Trust Scheme**, our specialist music hub, which provides our teachers with step-by-step plans to deliver engaging music lessons from ages 5-11. This scheme provides clear assessment and progression steps for staff to provide fun and exciting music lessons. In addition, our Year 4 children have the unique wider opportunity of learning a brass instrument taught by a specialist teacher from Love Music Trust and in Autumn 2022, children in Years 2 and 3 have begun learning the 4-hole ocarina, giving them a chance to learn and play a different woodwind instrument.

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 inter-related 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 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 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 perform, compose, and to listen and

appraise with clear, thoughtful responses and opinions backed up with considered reasons and evidence.

Music history is taught through listening sessions using ideas, activities and specific pieces from the ***Model Music Curriculum, March 2021***. This takes place during Music lesson times and assembly times as well as other moments during the school week, in class, where appropriate. In UKS2 the terms 'baroque/early', 'classical', 'romantic' and 'modern' will be introduced and a time line may be used. The class teachers have been notified of our school's registration with Classical 100 which makes access to the resource very easy and has an excellent sorting facility to encourage integration of music across the curriculum.

Impact:

The integral nature of music enables children at Hollinhey to gain new levels of achievement, self-confidence, interaction with and awareness of others as well as enhancing language and cognitive skills. Music at Hollinhey also enables our pupils to develop a deeper sense of culture and history both in themselves and in others from across the world. Children experience music in different ways; as listeners, creators and performers. They dissect music and comprehend its parts. They sing and feel a pulse. They have an understanding of how to further develop skills should they ever develop an interest at other stages in their lives.

The Wider Opportunities scheme has been implemented for all children in Year 4. This is designed to cover all aspects of the National Curriculum and is delivered in a 45 minute slot every week by a visiting tutor. Within the scheme all children in Year 4 are given an instrument and weekly music lessons at no cost to parents or the school. Opportunities are created for children to share their new musical skills in assemblies and at the Bridgewater Hall, playing alongside many other children and members of the Halle orchestra. The Wider Opportunities scheme is coordinated jointly by Love Music Trust, the Head, the SL, the school's admin office and the class teacher.

Continuation lessons, are offered by the same tutor. Children also have the option of starting a new instrument in Y5 and Y6, while some opt for individual lessons. These are organised between Love Music Trust and the parents.

Adaptation & SEND

In teaching Music, provision will be made to ensure that the specific needs of children are met by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

SEND

Appropriate provision will be made for children with S.E.N.D and this will adhere to the school's S.E.N. policy. If the learning needs of specific children are best met following an alternative structure, then this will be discussed by the teacher with the SENCO and other professionals involved.

Time Allocation

All classes aim to cover 5 of the Love Music Trust units per academic year except Y4 (who are working all year on the Wider Opportunities scheme) and Year 2 & 3* who are learning the ocarina whilst following the key National Curriculum progression statements. Music lessons are weekly and are 40 minutes in length with an additional 20 minute weekly singing assembly with the Music Subject Lead, Mrs Storer. In addition to this, in Autumn 2 all children work within the music session on Singing for Celebrations. This contributes towards the children's learning about performing, singing and using their voices, to create music on their own and with others. In some academic years, the school staff also opt for a musical-dominated choice for the annual Tunnicliffe celebration and this may add more opportunities to develop Singing for Celebration in the summer too.

*Recently we have chosen to take Y3 to the Macclesfield Music Festival and this replaces the third music unit in the Spring term.

Assessment, Record Keeping and Reporting

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are also used by the SL and senior leaders within the Monitoring Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Music is reported on at the end of the academic year in each child's School Report.

Extra opportunities

The variety of extra-curricular music activities depends on the skills of the staff at any point in time; in previous years, the groups offered included: Infant Choir, Hollinhey Choir, Encore (the school band) and Creative Music. As an integral part of the extra-curricular activities, performances within the local community occur such as the Parish 'Lighting the Christmas tree' event and the Christmas Fair as well as regular music assemblies.

At least 2 music assemblies are arranged by the Head each year where small ensembles or individuals perform if they so wish; this is open to children who have music lessons within or out of school.

The SL makes the Head, the teachers, the children and parents aware of other relevant opportunities available in the area; these may include opportunities of music or music-related educational visits eg Clonter Opera, music performances eg Peter and the Wolf at the Bridgewater Hall, or other ensemble opportunities or individual lessons available via local organisations. The opportunities available are regularly communicated via the school newsletter.

Role of the Subject Leader

It is the responsibility of the Subject Leader for Music to:

- Implement schemes of work
- Review effectiveness of schemes of work on annual basis
- Write, implement and review policy bi-annually
- Monitor planning (Schemes of Work, long term, medium, short term) as directed by Headteacher
- Audit, review, order resources on annual basis
- Be responsible for own subject area budget
- Monitor teaching and learning through lesson observations, scrutiny of planning and children's work as directed by Headteacher
- Keep up to date with developments in subject area and disseminate information to staff as appropriate
- Be responsible for professional development in own subject area
- Contribute to School Improvement Plan on annual basis

Equal Opportunities

The teaching of Music will adhere to the school's Equal Opportunities Policy

Health and Safety

At all stages, emphasis will be placed upon Health and Safety and good working practices encouraged.

Resources

The Subject Leader for Music will conduct an audit of resources

R Storer Autumn 2022