



MUSIC POLICY

Music is a powerful, unique form of communication that can change the very way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, linking home, school and the wider world.

Introduction

Music plays an important part in the life of our school. It has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. Through this policy we aim to ensure consistency in the teaching and learning of music throughout the school and to allow each child to have an equal opportunity to access high quality provision of music learning; making a positive contribution to the life of the school and local community.

Intent

At Boyne Hill, we intend to build a Music curriculum that brings together and promotes individual skills and talents, feelings and emotions and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, linking home, school and the wider world. In an age appropriate way, we intend our 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; to 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; to 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.

Statutory Requirements

Early Years Foundation Stage

The Early Years Foundation Stage curriculum is founded on the principles and practice laid out in the Statutory Framework for the Early Years Foundation Stage, supported by Development Matters, the non-statutory curriculum guidance. The requirements for music are in the Specific Area of Expressive Arts & Design. *“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to play with a wide range of media and materials. The quality and variety of what the children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”*

Key Stage 1

Statutory requirements for the teaching and learning of Music are laid out in the National Curriculum, 2014. Music is a foundation subject in the National Curriculum which states that: *“Music is a 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 talents 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.”*

The 2021 Model Music Curriculum states that: “*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. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.*”

Throughout key stage 1, pupils are taught:

- to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- to play tuned and un-tuned instruments musically
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimension of music

Each child in Key Stage 1 learns to play the ocarina.

Implementation and Organisation

Music is taught throughout the school in line with the relevant curriculum.

This is delivered through:

- weekly dedicated music lessons to teach ocarina, as a tuned instrument, and the other elements of music using Kapow! Music scheme of work
- short daily singing and movement activities
- listening to a range of music in assembly (see separate Plans) and in class
- year group singing sessions
- performances throughout the year, for example, in Harvest, Eid and Diwali celebration assemblies, Christingle service, Christmas production and Carol Concert, class assemblies and end of key stage performances.

Extra-curricular opportunities are offered in the form of Choir Club.

Performance Planning and Kapow!

| | Year 1 | Year 2 |
|---------------|---|---|
| Term 1 | Pulse and Rhythm <i>Harvest Assembly</i> | African Call and Response Song <i>Harvest Assembly</i> |
| Term 2 | <i>Diwali Assembly, Christingle Service, Christmas Play</i> | Orchestral Instruments <i>Christingle Service and Christmas Carol Concert</i> |
| Term 3 | Musical Vocabulary | Musical Me |
| Term 4 | Timbre and Rhythmic Patterns | <i>Eid</i> |
| Term 5 | Pitch and Tempo | Myths and Legends |
| Term 6 | | <i>Leavers' Concert</i> |

Impact and Assessment

We monitor, evaluate and assess children’s musical development by observing the children closely as they learn, work and perform and discuss their progress and achievements with them.

Resources

A variety of music resources are available in school and include:

- Scheme of work – ‘Kapow!’
- Teacher reference books and children’s library books
- A range of tuned and un-tuned percussion instruments in the Foundation Stage classrooms and Key Stage 1 resource area
- Piano and ocarinas
- Audio-visual resources including DVDs and CDs of classical, multi-cultural and contemporary music

- Computer based programmes such as '2compose'
- Stereo equipment with microphones in the main school hall

Visiting musicians may also attend school who reflect a variety of cultures and share a range of instruments and musical styles.

Monitoring

The Music subject leader will maintain CPD by supporting staff to develop their skills through focused training and attendance at suitable and available courses.

Health and Safety

Children are encouraged not to share any instruments which require mouth contact and all staff will ensure any broken instruments are removed and this is brought to the attention of the subject leader.

This policy will be reviewed biennially

Last reviewed: August 2024