Music Policy

Freemantle C.E. Community Academy Trust

Reviewed by:	Anne-Marie Taylor	**Date:**	January 2023
Approved by:			
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1. Mission Statement

Music is a universal language that everyone can respond to and engage with. At Freemantle pupils experience the challenge and enjoyment of music and are given a good grounding in musical knowledge that is rooted in first-hand experience. Pupils are immersed in music and are given opportunities to experience music from a range of cultures, eras and genres. Where possible pupils attend live performances, concerts and workshops. Pupils are given the opportunity to learn an instrument and to join the school choir. All of this contributes to developing a culturally rich education from EYFS through to Year 6 and beyond. Music is beneficial in helping to develop pupils' self-esteem, encouraging social cohesion and provides an outlet for creativity and enhances well-being. Music at Freemantle will enable the children to develop a love for music that can be further explored throughout their lives.

2. Aims

In teaching music our aims are:

- to encourage our children to question, reflect, evaluate and be inspired through performing, listening to and responding to music from a range of cultures, traditions and contexts, historical eras, genres and styles; helping children make sense of the world around them.
- to encourage pupils' development of creative, imaginative and practical skills through a balanced curriculum, working individually, in groups and as part of a whole class.
- to enable children to express and communicate their ideas and feelings using their voices, body percussion and a range of instruments, fostering an interest and enthusiasm for all forms of music.
- To develop a whole school interest and enjoyment of all forms of music which will promote lifelong participation in musical experiences.
- Encourage pupils to grasp musical opportunities as they arise and to help them use music to make a positive contribution to the local and wider community.

Achieving our aims

EYFS:

In Early Years, Expressive Arts and Design (EAD) is about children developing their imagination to be able to communicate and express their ideas and feelings in creative ways. There are two areas within Expressive Arts; the second of which has greater links to music:

1. Creating with materials: They use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations.

2. Being imaginative and expressive: Children sing a range of well- known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others. They move in time to music.

In the EYFS music also supports pupils' development in the seven areas of learning and development.

Key Stage 1:

The activities in KS1 will enable pupils 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.
- listen to and talk about the music of composers and musicians from a range of eras, cultures and styles.

Key Stage 2:

The activities in KS2 will extend pupils' understanding of how the inter-related dimensions of music can be used for effect. 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 sing and play musically with increasing confidence and control. Pupils' will:

- 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.
- listen to, discuss and appreciate music from different eras, cultures and styles. Use this knowledge to inform their own compositions.
- develop an understanding of the history of music.

3. Approach to teaching and learning

Pupils will be taught factually, as well as being given the opportunity to experiment and discover. Pupils will be given opportunities to develop the golden threads, skills and attitudes in Music through the key stages.

a. **Key Concepts: Musicianship, singing, performance, composing, listening & appraising and musical enrichment.**

b. **Inter-related dimensions:** Pitch, duration, dynamics, tempo, timbre, texture, structure and notation.

c. **Practical Skills:** Developing aural memory, listening and evaluating skills using knowledge gained through their aural musical experience, using instruments and voices with control and correct technique, organising sounds, creating graphic scores, reading basic notation, awareness of pulse and rhythm, care of instruments, ensemble and performance skills.

d. **Key Attitudes:** Effective communication skills, increased concentration, development of self-esteem, confidence and a can-do attitude, respect for own and others' work and ideas. Pupils will develop an awareness and interest in all forms of music, an awareness of the importance of music in our multi-cultural society, including an understanding of music's power to heal and unite, to develop positive approaches towards equal opportunities in race, gender and ability.

Educational visits to concerts, in school workshops and public performances by the children are planned where possible, to ensure children have first-hand experiences. We encourage visitors and members of the school, community to share their skills with us (see Safeguarding policy) and organise events from time to time to facilitate this.

4. Resources and Health and Safety

The musical instruments are stored safely within the music storage area. They are routinely checked to ensure they are in working condition. Before use ocarinas and recorders are sterilised and labelled for individual pupils use only. Children are shown how to safely and correctly use the instruments. They are issued guidance on acceptable noise levels and are aware of the non-verbal stop signal. The Music teacher will bid for additional resources where required and when requested at appropriate times in the school year, budget depending.

5. ICT

ICT is used to provide audio and visual performance tracks of various composers, ensembles, songs and to record the children's work. The children use electronic music apps to compose and explore different sounds. The internet is used (see Computing Subject Policy) to investigate and retrieve information about famous composers, ensembles and their work.

6. Curriculum and Assessment

We provide meaningful and purposeful opportunities to develop children's skills and responses as outlined in each year groups Long Term Planning grids. We draw on the work of a range of composers, musicians and genres to enhance children's cultural capital.

Informal ongoing formative assessment is carried out to elicit children's skills and knowledge and inform planning. Pupils' written work and compositions are kept in both their topic books and a folder which showcases their work from Year R to Year 6. Children are given the opportunity to perform their class music work in assemblies. Attainment and progress of the children is recorded at the end of each term.

Pupils are given the opportunity to learn an instrument, currently, whole class Glockenspiel in Year 4. KS2 pupils are given the option to pay for instrumental lessons with a member of the Southampton Music Hub. The school currently runs a choir. Where possible the children are given the opportunity to take part in public performances, such as the SSMA Christmas concert.

While there is the required emphasis on music history from the Western classical canon. The pupils' listen to music from a range of cultures, traditions and eras and the social and cultural contexts of the creation of the music is explained to them. Where possible the composers have been chosen for their diversity.

7.Skills Progression

Each time the inter-related dimensions of music are revisited, they are looked at in greater depth, building on previously learnt knowledge as part of music's spiral curriculum. The inter-related dimensions do not work in isolation therefore they are continually reinforced and used whenever music is performed, created or listened to. For specific details please refer to the Music Progression of skills and knowledge document.

8. Equal Opportunities

Music by its very nature is an inclusive subject. All pupils can engage with and respond to music. We teach music to all pupils and ensure equality of opportunity is supported irrespective of gender, SEND, race or creed, taking into account the individual needs of the children. We use Makaton signing within our singing to support our SEND and EAL pupils'. Any social disadvantage is addressed by ensuring all pupils' have the same opportunity to attend concerts and workshops and learn an instrument as part of

the whole class tuition. We use and explore music from different times, places and cultures to celebrate the diversity of our world.

9. Monitoring arrangements

As the school music teacher, it is my responsibility to ensure the implementation of this policy, monitor standards, offer advice and support to staff. I will promote and celebrate all children's achievement within music and the wider creative arts.

This policy will be reviewed by Anne-Marie Taylor, Music Teacher, biannually. At every review the policy will be shared and approved by the Board of Directors.

The UN convention on the rights of the child Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Music and SMSC at Freemantle Church of England Academy

Through music children are encouraged to explore their feelings and emotions. Pupils are given opportunities to talk about and reflect upon moral and social messages contained within pieces of music and song lyrics. Children are encouraged to show respect for and understanding of other cultures, beliefs and traditions. They can begin to understand the cultural influences that have shaped their own heritage and that of others. They are encouraged to celebrate diversity. Children are encouraged to work with others in order to create music and learn to respond sensitively to differences of opinion. The varied opportunities for whole school/class singing and ensemble work helps to cement feelings of belonging to the school community.

Promote SMSC through the principals of Jazz:

"Individual creativity = improvisation

Collective co-operation = swing

Show gratitude and good manners = sophistication

Face adversity with persistent optimism = the blues."

Wynton Marsalis