

## FOLLY VIEW PRIMARY SCHOOL MUSIC POLICY

### Vision

For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

### Intent

At Folly View Primary, the Music Curriculum is designed to give pupils a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions. Music is a powerful and unique form of communication, developing a repertoire of songs allows pupils to develop their language, learning the sounds and meanings of new words and becoming confident in the use of these words. An important part of the music curriculum is listening critically and learning the language to identify and describe the musical elements such as, tempo, texture, timbre, dynamics, structure, pitch and duration.

The Music Curriculum strongly supports the use and development of all of the children's Learning Muscles at Folly View Primary. Through composition children are encouraged to use their imagination like Daisy Dinosaur, to have a go at performing like Mo the Cheetah and to show curiosity when listening to new music like Maggie Meerkat. Through listening and composing music pupils reflect on their experiences, broadening their knowledge of how they are developing personally and socially and use these reflections to become confident musicians, sharing these skills through musical performances with the rest of the school and the local community.

### Aims

At FVP, we aspire to give all children the opportunity to:

- Listen to, review and evaluate music across a range of genres and styles.
- Take part in a wide variety of musical activities through singing and playing different musical instruments.
- Have opportunities to be creative and improvise and compose music.
- Be aware of different musical notations and how they represent the sounds made.

Our school aims are closely linked to those of the national curriculum for music, which are 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.

### Roles and Responsibilities

**The music leader** is responsible for providing access to Charanga planning for all staff to use. The music leader also ensures that the music resources are kept well-stocked and are relevant to the planning. They also review music provision, its strengths and the next steps for developments as part of the action planning cycle. They run school choir rehearsals, over-see singing assemblies and support performance opportunities within school and the academy.

**Year group teams** are responsible for ensuring the music units are taught in the order set out on the long term plan and for ensuring that they use a range of the resources available on Charanga to ensure children progress within the key elements of music (see diagram in next section). Staff are also responsible for providing challenge and support to those children that need it, based on prior knowledge of the children and regular formative assessment in lessons and for promoting the use of musical instruments that pupils may be learning with a peripatetic teacher. Under the

guidance of the music leader, staff are also responsible for promoting a love of music and developing music appreciation across a wide range of genres, both through lessons and wider opportunities as well as through the incidental moments in the classroom that arise.

**The governors** are responsible for discussing music provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to the wider governing body.

## Implementation of the Music Curriculum

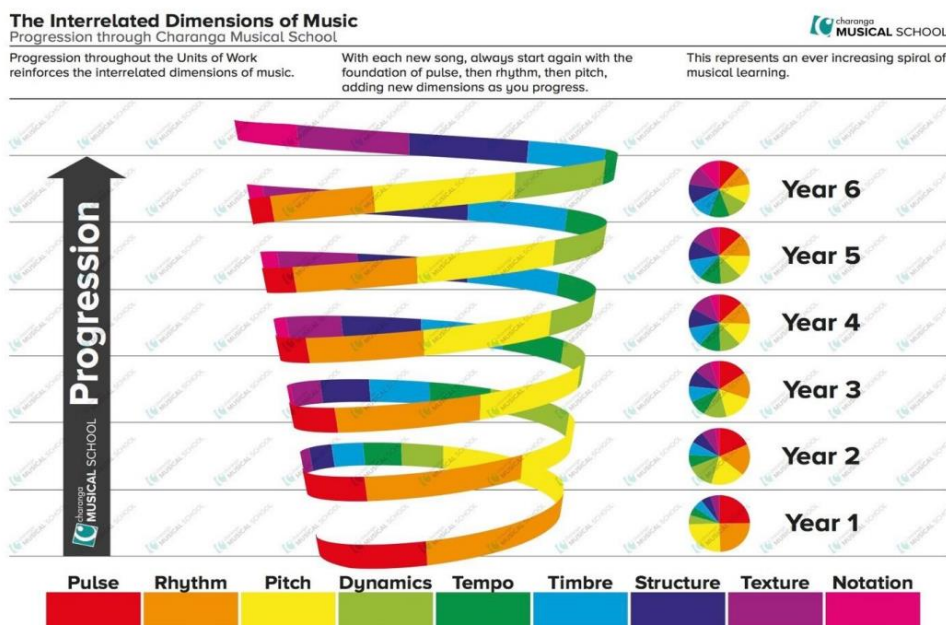
### Planning

At FVP, we use the Charanga scheme of work as the main driver for our music provision and use the planning provided within this scheme. We supplement this with other resources both within the Charanga package and through other schemes/packages when required and through cross-curricular music planning when appropriate. Certain year groups also benefit from whole-class instrumental sessions delivered by the County Music Service, where the National Curriculum is followed, enhancing the experience of music further for the pupils.

### Progression

Progression in music comes in 2 parts:

- Progression in the skills of singing and playing instruments through regular repetition and practice. Music is repetitive and skills-based in its nature. Lessons do not need separate, specific 'Learning Intentions' as the interrelated dimensions of music should be progressively and repetitively addressed across the curriculum.
- Progression in knowledge of the interrelated dimensions of music, of the different styles, genres, artists and instruments and the use of notation. All of these are planned out in the long term plan for music.



- Pulse – the regular heartbeat of the music, the steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat
- Pitch – high and low sounds
- Tempo – the speed of the music, fast or slow or in-between
- Dynamics – how loud or quiet music is
- Timbre – all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. introduction, verse, chorus ending

## Teaching and Learning

The general structure of a unit of work follows these 6 main elements, but not always exclusively in this order:



Singing lies at the heart of many of our units of work, closely followed by the use of glockenspiels to provide children with an opportunity to learn to play a tuned instrument. This is complemented by the use of percussion instruments.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (not all children complete all tasks).
- providing resources of different complexity depending on the ability of the child.

## Music in the Early Years

We teach music in Nursery and Reception classes through the use of 'charanga' our scheme of work. In addition to singing songs related to our topics covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

## Cross-curricular Links

### Maths/English/Science/Humanities

Music may be used as a way of helping children remember facts and concepts across the wider curriculum as it is much easier to remember a song than it is to simply remember facts. This also adds another element of enjoyment to the lessons for our pupils.

### SMSC

Listening to music evokes many different emotions, feelings, opinions, enjoyment and discussion. Through these discussions, children learn that not everyone thinks or feels the same, allowing them to grow in their moral and spiritual development. We often use music as part of our celebrations of key events. We also aim to develop

children's cultural capital through exposure to a wide variety of musical genres and styles, not only through specific lessons but also through singing assemblies, music to walk into during assemblies, music at special events and performances. In each music lesson there is an emphasis on performing and sharing the skills learnt. This helps children to develop confidence when working with a group to perform in front of others.

## **Wider Opportunities/Enrichment Opportunities in Music**

### Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers through the Oxfordshire Music Service or with 'Rocksteady Music School'. Parents who want their children to participate in one of these schemes must pay additional music lesson fees on a termly basis. 'Rocksteady Music School' group children into bands, so within the band they have the opportunity to learn to play the keyboard, drums, guitar or to sing. Children who learn an instrument with a peripatetic teacher are normally taught in a small group with instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

### Whole School Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join, although its primary aim is to enable children to enjoy singing together, it is also to perform to others. We also provide all children with several opportunities to perform chorally as a year group or a whole school to celebrate key events on the calendar.

### Local Links

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In music, we endeavour to participate in as many community music events as possible to allow the children the opportunities to perform to wider audiences and to share the talents of our pupils with the whole community. Where possible, we also share local musicians/links to music with the children.

## **Impact of the Music Curriculum**

### Assessment and Recording

Assessment of children's learning and acquisition of knowledge in music is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment in the classroom at its heart. Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons. Teachers are provided with a floor book to keep relevant photos, assessment notes and planning which show evidence of children's progress through the year. Some recordings of performances may also be kept to give children the opportunity to self-assess their music.

### Monitoring and Review

The music subject leader creates an annual action plan for the development of the subject and provide a review of the subject to the headteacher annually. They review the curriculum through pupil interviews to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary. They may also review any evidence of work completed where possible.