

# Orleans Primary School



# Music Policy

<b>Governor's Committee Responsible</b>	<b>Quality and Standards</b>
<b>Status</b>	<b>Non Statutory</b>
<b>Review Cycle</b>	<b>3 Yearly</b>
<b>Date written/last review</b>	<b>October 2019/July 2021</b>
<b>Date of next review</b>	<b>July 2024</b>

Signed Chair of Quality and Standards:

Date:

Signed Headteacher:

Date:

## Orleans Primary School Music Policy 2021

### **Intent**

The Early Years and National Curriculum for music aims to ensure all pupils:

- Perform, listen to, review and evaluate music.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Understand and explore how music is created, produced and communicated.

At Orleans Primary our intention is to provide each child opportunities to build upon their natural responses to music; to participate in active music-making both through playing and singing, in groups and individually. Our objective is for children to develop a curiosity, respect and understanding of all music through listening, singing, playing, evaluating and composing. We are committed to ensuring pupils understand the value and importance of music in the wider community and to establish personal foundations whereby music may become a recreation or career for later life.

### **Implementation**

The music curriculum ensures pupils have regular opportunities to sing, listen, play, perform and evaluate a range of music pieces. This is embedded through our classroom activities as well as weekly singing assemblies. The emphasis in our teaching of music at Orleans Primary is on learning through doing and we aim to help each child achieve confidence, competence and control in:

- Singing and using instruments
- Making and classifying sounds
- Identifying pitch, dynamics, duration, tempo, form, timbre and texture
- Listening, responding and appraising
- Reading and using notation

We provide regular opportunities for children to sing and to experiment with vocal and instrumental sounds across all Key Stages. These practical experiences encourage individuals to find enjoyment and build self-esteem in creating music and to see themselves as musicians. They will be taught to develop an understanding as to how sounds are made and then organised into musical structures as well as how to use music to express ideas and feelings symbolically. Through units of work and our 'Music of the week' focus children will have the opportunity to develop an understanding and appreciation of different types of music, increasing their ability to make judgements of musical quality. Pupils will be exposed to a wide range of musical styles and genres, providing opportunities to develop an awareness and respect for the importance of musical traditions. Songs and instrumental music are also used to teach children about topics from other areas of the curriculum such as history, geography and science and are frequently used to introduce and deepen knowledge within lessons.

## **Impact**

At Orleans Primary we believe that music is a powerful and unique form of communication that can change the way pupils think, feel 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, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen to and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline, listening skills and creativity. All pupils have opportunities to enjoy music, in as many ways as they choose; either as a listener, creator or performer. Children are exposed to and encouraged to take part in music-rich learning experiences which capture interest and deepen knowledge and understanding across the curriculum. Singing together increases confidence in the children's oral articulation and pronunciation; and for EAL children, singing facilitates very quick progress in using English vocabulary.

## **Teaching and Learning in Music**

### **Through Early Years**

Starting in the Nursery, music forms the basis of everyday activities in the classroom with access to instruments, singing as a whole class and regularly listening to different genres of music. Providing instruments as part of their continuous provision encourages performance and exploration of sounds and singing. Throughout Reception, alongside the continuous provision opportunities, children build upon their early experiences and skills through weekly whole class teacher-led sessions. These allow for more specific skills and knowledge to be taught such as rhythm, pitch and beat while playing tuned and untuned percussion instruments and exploring body percussion. Whenever possible throughout the Early Years the music curriculum coincides with year group topics. Music Express and SingUp are both used in these key stages, but only as and when they are judged useful and relevant.

### **Through KS1 & KS2**

In Key Stages 1&2, music is taught weekly to each class by a specialist music teacher. Lessons are generally taught in the Small Hall and last between 30 and 50 minutes, dependent on age. Music Express and SingUp are both used in these key stages, but only as and when they are judged useful and relevant. As far as is able, the music curriculum coincides with year group topics. Often the starting point for a program of music is a song and from that the teacher develops musical skills.

Children have plenty of access to both tuned and untuned percussion instruments in lessons, and any who learn an instrument are actively encouraged to bring their own instrument in to participate in music performances. Use is made of the internet to highlight particular elements and illustrate professional music-making. Children are encouraged to respond to music through clapping, dancing, miming and imitating.

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Pupils are taught a variety of songs from different times, cultures and genres with a focus on the following;

- To sing with accurate control of pitch
- About breathing, phrasing and dynamics
- How to improve tone production and diction
- To sing expressively
- To consider the intended effect of a song
- How to engage an audience through song
- How to sing rounds and part songs
- To sing in 2/3/4 parts
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### **Music of the Week (music appreciation and history of music)**

Every week, the specialist music teacher plans a piece of music to be listened to in all classes and this is presented as a class assembly. The 'Music of the Week' is on a two year cycle, so that as the children move up the school, they recognise pieces and can discuss it in ever-maturing ways with developing musical vocabulary. There will always be a power point slide with information and suggestions of what to listen for, and a video link to watch the music being played (usually) or an alternative video accompanied by the chosen music. Music is deliberately planned to reflect the Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> century and contemporary music styles of Western music, along with a range of music from different cultures, continents and genres. Our aim is to expose children to music that they might not ordinarily hear. It is the responsibility of the class teaching staff to play the music in their classroom. Sometimes, the music will also be played at the beginning and end of other assemblies in the large hall.

A 'Music of the Week' display can be found in the lower playground and is changed half-termly by the music specialist.

### **Singing assemblies**

Two singing assemblies take place every week: Years 1, 2 and 3 (and Reception) sing together, followed by years 4, 5 and 6. These are led by the music specialist teacher and the intention is to teach children how to sing with increased accuracy, fluency, control and expression, as prescribed in the national curriculum guidelines.

#### **Singing Assembly for Years 1, 2, 3 and Reception**

A wide range of songs are covered with Reception and years 1, 2 and 3, including contemporary and traditional repertoire. Rhymes and chants are used; songs are sung from memory and actions are encouraged to help remember lyrics; sometimes clapping/marching to the pulse is used; rounds and echo songs are used. Reception children usually start attending singing assemblies in the spring term.

#### **Singing Assembly for Years 4, 5 and 6**

A range of repertoire is used for these year groups and includes singing in parts, rounds and unison. Songs may be contemporary or traditional and good use is made of material from well-

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known musical shows. Songs are sung both from memory and with lyrics displayed with occasional actions.

### **Further Opportunities**

At Orleans Primary, we aim to give pupils the further grounding and enthusiasm to develop their music-making throughout school life. Opportunities to enable this include;

- Special whole school assemblies marking Harvest, Christmas and Spring.
- Class assemblies.
- Two choirs (KS1 and KS2) take place each week and perform at the annual RMT Singing Festival.
- KS2 School orchestra meet once a week and give various concerts, culminating in the RMT Summer Prom with about 600 other musicians.
- Richmond Music Trust and Rockademy offer a wealth of peripatetic lessons in school time which include: recorders, music makers, violin, keyboard, guitar, percussion and brass.
- Year 3 participation in the RMT's Wider Opportunities program and concert, followed by optional transition stages into year 4 and beyond.
- Participation in the 'Richmond Singing Festival' and performing for local community groups.
- Performing in the annual school summer concert.
- Visits and visitors providing music related cross curricular links such as drumming workshops in school or attending concerts such as the Kneller Hall summer concert.

### **Assessment**

Children's progress and attainment is monitored in the form of observation during participation, discussion, performances during lessons and, where a KS2 unit affords it, a more formal aural or written test. Occasionally samples of work may be collected through photographs or visual and audio recording.

Significant achievements or difficulties are to be noted and may serve as a basis for planning future challenges and form part of annual report to parents.

### **Monitoring**

The Music coordinators will monitor the planning in order to ensure continuity, as well as teaching and learning to maintain quality. Observations of teaching will take place to support and identify areas for development and planning will be monitored. The schemes of work that we subscribe to, and other available resources will be reviewed annually.

**S.Banks & S Ricketts (Music leaders)**