

Longcot and Fernham Primary School



Music Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham Primary School, we intend that every child shall enjoy opportunities to learn about music in all its forms; the opportunity to make music, listen to and appreciate it, and understand the specialist aspects of it – its language, patterns and notation.

We want our children to enjoy performing together, and to see the links between music and performance across the arts. We intend, through teaching of the National Curriculum, for music 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, and use technology appropriately in relation to music.
- 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.

At Longcot & Fernham CE Primary School we wish each child to be inspired by music and aim to endorse the governments national plan for music that “Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.” Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within Music lessons.

Implementation

In the Foundation Stage, elements of Music are ongoing and fall under the heading ‘Expressive Arts and Design.’ In other areas of the school, each class plans and delivers their own music lessons following our long-term and medium-term plans based on the scheme of learning, Charanga.

Charanga addresses all areas of the Music programme of Study from the National Curriculum. The interrelated dimensions of music weave through the units to encourage the development of musical skills. In each unit the learning is structured around progressive steps. These steps are:

- Listening and appraising
- Completing a range of differing musical activities to explore elements such as composition, rhythm and instruments used.
- Singing
- Performing, which includes composition, some notation and the use on tuned and non-tuned instruments.

The programme incorporates the use of technologies such as 'Garage Band', enabling the children to compose their own pieces.

Each unit follows a sequence of learning: listen and appraise, interrelated dimensions of music, singing, playing Instruments, improvisation, composition, perform and share. This approach ensures the children get a rich learning experience covering all aspects of music. Music is taught throughout the school, establishing cross curricular links where possible –in English, Maths, RE, PE, Art, Physical and Creative development.

We pride ourselves on our Christmas Carol Service, Upper School Musical Performances, Christmas Nativities, and our Worship in Church Services, where all children have the opportunity to perform and express their musicality. In addition, effective use of educational visits and visitors is planned to enrich and enhance the pupils' learning experiences within the music curriculum where possible.

In Music, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support of additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the taught curriculum outlines in Charanga. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Leaders and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Leaders and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations and Learning Walks are used to provide support to other members of staff and as part of

professional development. In the Foundation Stage assessments are made under the main heading of 'Expressive Arts and Design'. Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.