



Abacus Primary School

Music Policy

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On: November 2019

Reviewed: October 2023

Future Review date: Autumn 2024

Intent

'A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.'
Department of Education, National Curriculum.

At Abacus Primary School we want to provide a music curriculum which develops learning and results in the acquisition of knowledge and improved wellbeing. Our intent is to enable each child to reach their full potential in music, encouraging the enjoyment of singing, composing and performing, and provide children with the opportunity to perform in front of an audience both within and outside of school.

We value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Dancing to music helps children build motor skills while allowing them to practice self-expression. We aim to nurture and encourage musical development across the school.

Implementation

At the core of our curriculum is the clear and comprehensive scheme of work in line with the National Curriculum: Charanga. This ensures the progression of skills and knowledge is built on and sequenced appropriately to maximise learning for all children. During the year, all children will have the opportunity to develop their understanding, skills and techniques in music.

The children learn to sing and play instruments alongside developing an understanding of pulse, rhythm and notation. The programme incorporates the use of technologies such as Garage Band, enabling the children to compose their own pieces.

We are very proud of our musical achievements at Abacus. We welcome parents to our class assemblies and productions throughout the year to share the musical ability we have at our school.

Professional, peripatetic teachers work with children across Key Stages 1 and 2, so children have access to experienced, specialist musicians. This includes learning ukulele and African drumming. For children who wish to learn acoustic guitar, a peripatetic teacher visits our school to teach individuals and small groups. A love of playing an instrument is promoted and encouraged, and the ability to do so is celebrated.

Our musical opportunities are displayed and celebrated in school and on our website to showcase and promote a love of music. Children will be aware of the opportunities available and how to access them, as part of the broad and balanced curriculum we provide for children at Abacus.

Roles and Responsibilities

Subject Leader:

It is the role of the Music Leader to oversee the music provision in the school. This will include:

- Raising the profile of Music in the school.
- Ensuring that the curriculum is being taught and support staff where possible.
- Promoting music within the school and integrating it within the curriculum, sharing material with staff.
- Motivating staff to incorporate music into their general teaching.
- Leading/organising appropriate INSET and identifying training needs of staff.
- Providing performance opportunities for concerts, assemblies and productions.
- Communicating event details with parents via website/newsletter.
- Inviting visiting musicians into school for concerts and workshops.
- Organising participation in performance opportunities outside school, e.g., at a local event. This will involve organising other staff/adults to chaperone and the writing of risk assessments.
- Ensuring that instruments are well organised and resourced. Ordering new equipment if necessary.
- Attending network meetings with fellow subject leaders of neighbouring schools.
- Promoting cross-phase working.
- Organising/leading extra-curricular activities.
- Recruiting pupils for instrumental lessons.
- Liaising with visiting peripatetic teachers to ensure they are familiar with the procedures of the school. Set up a form of communication, track pupil progress and attendance, organise the teaching timetable and room allocation.
- Reporting to Governors.
- Updating policies.
- Managing the budget.
- The application of any relevant awards (Artsmark).
- Putting up displays.
- Copyright issues.
- Attending CPD and accessing Essex Music Services support, e.g., MIDAS (Music Improvement Development and Support) visit.
- Researching and purchasing schemes/teaching aides, such as Charanga, Sing up, Band Lab, etc.

Class Teachers:

Class teachers play an important role in young people's learning of music – whether they go on to become talented musicians, or just gain a deeper understanding of different forms and styles of music. By teaching the subject, delivering the national curriculum objectives, practitioners will nurture pupils' self-confidence, creativity, and their ability to collaborate and express themselves. Teachers will support pupils to develop their musical knowledge and understanding, while making music accessible and enjoyable.

Teachers recognise the important role that music plays in children's academic and social development and in improving the ethos of the school, because music:

- Boosts school improvement, such as attendance.
- Improves skills due to links between the learning of music and maths, literacy and languages.
- Fosters good team working, such as turn taking and good behaviour.
- Builds life skills like sustained concentration, good listening and increased confidence.
- Underpins better behaviour through practice and determination.
- Encourages creativity and improves mental health.

Governing Body:

Governors have an important strategic role in ensuring that the school offers a broad and balanced, high-quality curriculum. To support school leaders and teachers to improve outcomes in music, governors will ask questions pertaining to the values and ethos, opportunities, resources, teaching and partnerships.

How the subject is taught across the school

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson. The Scheme supports all the requirements of the national curriculum. Teachers regularly use the instruments available within school and demonstrate learning during class assembly performances.

Charanga is complemented by other resources and units of work, such as BBC Ten Pieces, Garage Band, Band Lab and Sing Up, as well as bespoke topic planning, and year group plays and performances. The music leader is currently reviewing the curriculum map across the school with a view to implementing the Model Music Curriculum.

Organisation

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising.
2. Musical Activities: Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition.
3. Performing.

Music Planning

Charanga enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Units of Work are divided into 6 steps which are spread across a half term. The activities and games cover the musical dimensions, (pulse, rhythm, pitch, etc) through singing and playing instruments, listening, and creating music – all intrinsically linked through a central song or piece.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant early years outcomes for music are taken from the areas of learning: Expressive Arts and Design; Communication and Language; and Physical Development. Children listen carefully to rhymes and songs, paying attention to how they sound; they learn rhymes and poems and songs. Exposing children to music during early development helps them to learn the sounds and meanings of words. They are able to explore and engage in music making and dance, performing solo or in groups. At Abacus, children in EYFS are exposed to music regularly using nursery rhymes, Charanga, Sing Up, etc, for weekly, whole-phase lessons, as well as having music available as a free choice throughout the week. Prudent planning for transition to Year 1 is in place, to ensure progression and that children are prepared for the Key Stage 1 curriculum.

Inclusion

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs to flourish to become the very best they can possibly be. Additional teacher and LSA support is always available for SEND children and specific needs are discussed with the subject leader, class teacher, SENCO and parents if necessary.

Resources

Resources are stored in the small hall in clearly labelled boxes or on shelves. There is a sufficient number of ukuleles and glockenspiels for one per child. All teachers have their own logins for Charanga and Sing Up. Teaching staff are to communicate the need for any additional resources/needs with the music leader.

Assessment Arrangements

Music is a statutory subject for all 5 to 14-year-olds. At Abacus, Target Tracker assessment is to be undertaken after the completion of the academic year. A record of assessment is to be used by outside music providers in conjunction with class teachers for lessons such as ukulele.

Class curriculum journals should be used to celebrate learning using photographs and quotes from children. Video evidence of teaching, learning and progression should be stored in the Music folder on the school server for the relevant class. Class and individual questionnaire data are kept in the Music Subject Folder.

Home-School Partnership Opportunities

Yumu is an online learning space for students to access at home. This became an invaluable addition to the scheme with children learning from home. Class teachers are able to move learning online with immediate effect and still follow the unit they are working on. They can also set other stand-alone tasks or activities.

Impact

All children at Abacus receive a broad and balanced curriculum. Every child accesses all subjects on offer at our school. Teachers plan subjects with clear progression of skills and knowledge and where possible, use a cross-curricular approach to learning. This ensures children are learning key skills within music. Children learn to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted within this subject. Children are enthused and engaged in the wide variety of music activities on offer. Opportunities to perform within our school environment and outside of school guarantees our children understand the significance of music within the wider world and that these excite and inspire children's thirst for knowledge and participation in this subject.

Music assessment is ongoing to inform teachers with planning, lesson activities and differentiation. Target Tracker assessment is completed to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as videos, class curriculum journals, photographs, questionnaires, lesson observations, and staff and pupil interviews.

Reporting on the impact of this policy will include monitoring that children:

- Achieve age related expectations in music at the end of the year.
- Retain knowledge that is pertinent to music.
- Have the opportunity to foster their instrumental flare and use this as a form of expression.
- Participate in wider musical activities.
- Experience opportunities for improved well-being and confidence.
- Gain wider audience performance experience.
- Have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.
- Have a widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works.

This will be evident through:

- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Awareness and appreciation of different musical traditions and genres.
- Understanding of how musical provenance - the historical, social, and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

This policy is to be reviewed Autumn 2024.