

HAZELDENE SCHOOL



MUSIC POLICY SEPTEMBER 2019

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

TO BE REVIEWED SEPTEMBER 2021

Hazeldene School

Music Policy

Hazeldene Lower School aspires to deliver a broadly balanced curriculum, following the New National Curriculum Programme of Studies for Music, whereby each child will have opportunity to engage in composing, performing and listening and appraising activities. A definition of Music is sounds organised into patterns and it is a practical subject. We will use music in school to enhance children's intellectual, emotional, physical, cultural and aesthetic development, thus equipping them for everyday life. Through Music, we will foster the social skills of respect and appreciation of each other's work; mutual co-operation; interaction with each other, awareness of audience, and the ability to derive and give pleasure and enjoyment through Music.

Our Curriculum Intent

Music is an integral and well-resourced part of life at Hazeldene. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff. Enrichment Opportunities last year included:

- KS 1 and KS2 Choir
- Sing On with summer concert at the Corn Exchange
- Mr Loft's drama club and performance to parents
- Rock-Steady and half- termly concert to the school
- Proms
- Christmas productions
- KS2 Abba musical from the Director of Mamma Mia
- Sing Up Day
- Carols in the Church
- Peripatetic lessons violin, guitar, piano

Our Curriculum Implementation

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Our Curriculum Impact

As music is a practical subject, assessment may be done by focusing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. From September 2019 Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

Music is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and pupil interviews to discuss learning and establish the impact

Below are some of the comments from the children this year about music:

- The children enjoy learning songs from Sing Up and in class and through singing assemblies.
- The children enjoy weekly music lessons with the on-line resource 'Charanga'. They enjoy how Charanga asks them to discuss musical themes as well as teaches them musical terms.
- The children enjoy the opportunities to use recorders and xylophones during their weekly class lessons.
- The children have enjoyed opportunities to take part in Sing On and be able to perform at the Corn Exchange.
- The children will remember the most: Proms, Sing Up, Sing Up day and when they have sung at Harvest, Christmas, Easter etc.

PLANNING

New National Curriculum Programmes of Study form the basis of music work in the school. In Nursery, EYFS, Key Stage 1 and 2 the planning is organised through the teaching from the New Music Express publication as well as SING UP units of work. The New Music Express is based on the QCA materials, which are themselves based on the development of understanding of the musical elements and skill progression. The Music

Express scheme provides medium term plans and lesson support for non-specialist teachers. Alongside The Music Express, staff will follow the Charanga MusicOnline tool which has half- termly planned units focusing on teaching musical elements and skills in using both tuned and untuned instruments. Music is taught as a discrete part of the curriculum but whenever possible the most of curriculum links should be made. A range of Information Technology, including audio recording, video recording, and music software will be used to research, record, edit and present music once a week all children from Years 1 to 4 participate in singing practice with the music coordinator with the aim of extending the children's song repertoire and providing them with an enriching experience of mass singing. This will have some cross-curricular links with Religious Education, as some of the songs will be of a religious nature. The music curriculum is enhanced by independent teachers and is usually open to children from Year 3 onwards. Years 3 and 4 will have opportunities to work with musicians and singers on a weekly basis through the schemes run by Bed Music services and the Wider Opportunities scheme. The children are currently offered opportunities to play: violin, piano and guitar. Choir is available after school to Key stage 2 children led by the school staff. From Reception upwards, the children also have an opportunity to play in a weekly rock band led by RockSteady. This is an external service whereby the children can choose to play: electric guitar, keyboards, drums or vocals. Children have regular access to 'Sing Up', an on-line music resource to enrich the music curriculum. There is also the opportunity for children to show their particular musical talent by participating in the Hazeldene Proms in The Playground in summer term each year as well as SHINE week in the spring term. Children are also invited to showcase their musical talents by taking part in a summer 'Hazeldene has talent' show. Children are also invited to demonstrate their learning in assembly times and celebration assemblies. The children take part in singing assembly once a week and enjoy visits from outside musicians. The children all take part in harvest and Christmas performances where developing singing skills is highly valued. Singing takes place daily in Foundation stage and is embedded across the EYFS. In the Foundation stage assessment is through knowledge and understanding of the world and is recorded in individual Learning Journeys through annotations and photographic evidence.

ASSESSMENT, RECORDING AND REPORTING

Children's progress in individual lessons is measured against the learning intention and is recorded on the medium term evaluation format, noting children who have exceeded expectations or underachieved. Assessment is measured against the learning intentions of the weekly Charnaga on-line Scheme of work. In Foundation, children are assessed against the Development Matters Expressive Arts.

Teachers can be assisted in their levelling by the National Curriculum documents for that topic studied. In Foundation children are assessed against the Development Matters for creativity in music and this is on-going assessment. In Foundation staff will report at the end of the year as to whether children have met the expected levels in music, are emerging towards the expected level or have exceeded the Early Learning Goals for music and creativity.

CLASSROOM ORGANISATION

The New Charanga as well as the New Music Express schemes of work encourages the use of a range of teaching styles. Units usually begin with whole class development of skills leading towards a composition or performance at the end of the unit.

Differentiation is often by outcome, particularly at Key Stage 1, but as individuals develop instrumental skills it is often appropriate to incorporate these into lessons.

Children work in small groups and as a whole class and the teacher will decide the most suitable way to group the children.

EQUAL OPPORTUNITIES

Every child is entitled to access to the music curriculum and children will undertake the same task although appropriate differentiation may be used. Adaptations may need to be made for some children to access the curriculum. Teachers will make every effort to ensure that equality of opportunity is provided for both girls and boys in composing, performing and listening activities, and that non-discriminatory practice is applied at all times. Special Educational Needs provision in Music will be consistent with the school's Special Needs Policy. Teachers are aware that some children may need constant positive reinforcement, simplified task breakdowns, adapted resource materials, simplified communications and consideration for their individual attention span. Children with particular sensory impairment will be given appropriate resources and individual attention. Musically gifted children will be encouraged to extend their abilities and will be given opportunities to lead group activities and perform individually where appropriate. In Key Stage 2, the children will be able to play the recorder through weekly class lessons taught by their class teachers. All year 3 children will be part of the Sing On project for 10 weeks in the spring term. All children will be encouraged to take part in performances to show case their work following each year group music project.

MANAGEMENT AND SUPPORT

The role of the music coordinator is to ensure that appropriate schemes of work and resources are in place. The coordinator is to support other teachers through discussion, team teaching or observations where necessary and should also be aware of current trends and developments in the teaching of music. Other specialist support may be provided by independent peripatetic and advanced skills teachers if a specific type of assistance is required from the Beds Music Service and the Wider Opportunities programme or workshops.

RESOURCES FOR LEARNING

Music resources are arranged with each Key Stage having a set of musical instruments, appropriate to the age range, which are updated at the beginning of every academic year. Extra resources are stored on music trolleys. Every year instruments are updated and where possible repaired and short term budget planning assists with this. Other resources include Coomers and cd players in every class, cassettes, CDs, internet, Music Express resources, visiting musicians, Charanga On-line, and expert singers and musicians assisting during Proms in the playground. The school has subscribed to Sing

Up and Charnaga annually and is now has full membership of both schemes. The school has invested in 'Words On Screen' CDs now used for singing assembly. The interactive Cds allow for SEN children to take part as well as allowing more teaching opportunities through assembly time.

REVIEW OF POLICY

This policy will be monitored by the music coordinator and will be reviewed annually. It will be reviewed every other year by the whole staff and governors.

Next whole school review: September 2021