



Music Policy

2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Summer 2020 **and will be reviewed again in Summer 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Music Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Curriculum Intent for Music

At CJS, our music curriculum ensures that all children receive a broad and rich learning experience. We believe that music is a universal language which **inspires creative thinking**. Our aspiration is that every child adopts a lifelong love of music, increasing their self-confidence, **creativity** and imagination through developing their key skills, knowledge and vocabulary. The challenges our music curriculum will deliver through appraising, composing and performing will also help children to develop the **resilience to tackle abstract concepts**. Our pupils will develop a deep understanding of music and its construction, which will allow them to respond critically and articulate preferences. Our aim is that this will encourage pupils’ curiosity **to ask ‘why?’**, as they wonder and justify particular musical choices and preferences.

2. Teaching

Our teaching in Music should:

- Stimulate enjoyment and pleasure
- Help children acquire key subject knowledge
- Develop a child's self-confidence and independence
- Provide a feeling of achievement and satisfaction
- Promote spiritual, moral, social and cultural development
- Promote key skills of communication, application of number, ICT, improving own learning and performance, problem-solving
- Increase powers of concentration, perseverance and self-discipline
- Develop sensitivity, creativity and emotional involvement
- Offer opportunities for problem-solving in creative work
- Instil an ability to critique and evaluate pieces of music, using appropriate vocabulary
- Encourage resilience through the teaching of unfamiliar graphics and musical notation
- Promote cultural awareness through studying a wide variety of music

Pupils will have the opportunity to work individually, in pairs and in groups. 'Pupil talk' is a central feature of our teaching to ensure that we encourage '**enquiring minds**' and shared '**creativity**'.

Curriculum Journey books will be used to record observations and to develop concepts.

Examples of how pupils can be encouraged to ask '**why**' in Music lessons:

- Why does the composer choose a particular instrument?
- Why is the tempo fast or slow?
- Why does the music from a previous era sound different?
- Why have you changed the way you use your voice to sing that?
- Why is music used to change people's emotions?
- Why are major/minor notes used?
- Why is music so important in day-to-day life?
- Why does music made in different countries sound different?

Pupils will be **taught to:**

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play tuned and untuned percussion instruments;
- use simple musical notation;
- compose;
- conduct;
- perform and listen to a wide range of music from different times and cultures.

Other important **skills are developed** in the meantime, such as:

- perseverance;
- organisation;
- concentration;
- reflection;
- enjoyment;
- confidence;

- group participation.

All of these skills can also be applied to other areas of the curriculum.

All children will have the opportunity to **showcase talents** through concerts and performances during their time at CJS. Pupils have access to participate in the school choir in the build-up to the Young Voices showcase in the Spring Term and all children sing at least twice a week in assemblies. There are opportunities to learn an instrument accessed through outside providers Hot House when children are in Year 4. We aim to invite professional musicians into school for the children to be inspired by on a yearly basis.

3. Planning

At Chellaston Junior School, the music curriculum is split into 3 areas

- Appraising
- Composing
- Performing

Learning is planned by the subject leader on a medium term planner from the themes identified in the year group long term plan. Teachers use the medium term plans to deliver the learning opportunities as individual lessons ensuring they cover the skills and knowledge outlined in the National Curriculum.

Planning incorporates online resources such as Charanga and BBC Teach which support the delivery of all 3 areas of our music curriculum.

4. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

4.1 Pupils with Special Educational Needs

Pupils with learning difficulties in Music may be supported by a classroom assistant where appropriate. Learning will be differentiated by task but the aim will always be that the outcome, in terms of knowledge acquisition is the same for all pupils. Teachers will seek innovative ways to support less able learners.

4.2 Pupils identified as More Able

Pupils who are identified as talented in any aspect of the Music curriculum will, where appropriate, have their learning experiences extended and enriched by use of the knowledge, concepts and skills from KS3. They will be encouraged to attend suitable out of school activities and bring their own expertise to lessons. Gifted and talented musicians will also be invited to perform in whole school assemblies and special events to develop their experience of a performer and to showcase their talent. This develops confidence and inspires future musicians.

5. Assessment, Reporting and Recording

5.1 Assessment

Formative assessment is used to identify a child's progress in each aspect of Music. It involves determining what each child has learned and what, therefore, should be the next stage of learning. Formative assessment is mostly carried out during the course of day to day teaching and through marking and feedback to pupils. There is no statutory assessment for Music at the end of Key Stage Two but teachers will assess against key skills and knowledge at the end of our Creative Arts term in the Summer. Teachers will be given opportunity here to identify children who have not met all of the objectives taught, as well those who are working above. The assessment statements are split into the three key areas of our music curriculum: appraising, composing and performing.

By the end of Key Stage, pupils at CJS should be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

5.2 Reporting

Reporting on Music is done annually through a written pupil report to parents. The end of year report is based on the ongoing assessment record kept by the teacher throughout the year.

5.3 Recording

An assessment of learners' skills is recorded on the school's MIS (Integris) is completed and kept as an ongoing record of achievement against the skills taught. This assessment informs the end of year report and is passed on to the next teacher as part of transition.

Recorded evidence and copies of assessment sheets will be monitored by the subject leader and kept as evidence of curriculum coverage and progression.

6 Links across the Curriculum

Opportunities for cross-curricular music are embedded in other subjects too. Children are encouraged to use correct musical vocabulary as they move through the school to enable them to broaden their subject knowledge and give them confidence to express their opinions and explain their ideas about music.

Music is linked through the Geography and History learning by looking at the role it has played in different historical periods and different cultures around the UK and other parts of the world. Through the teaching of music, children develop the ability to spot patterns and problem solve, making use of mathematical skills and understanding. When appraising music, children are given the chance to use vital speaking, listening and presenting skills which link with our English curriculum.

7 Resources

Musical instruments are stored in the area outside Riber classroom. Instruments are organised by type, with clearly labelled trays and areas. Instruments used specifically by Year 4 children through delivery by Hot House are stored outside Foremark classroom on secure shelving.

8 Health and Safety

Children are taught to use all instruments safely, including maintaining hygiene when sharing instruments. Carrying and set up of heavier instruments, such as samba drums and keyboards, will always be done by an adult. When listening and appraising pieces of music, volume will be kept to a sensible volume to mitigate the risk of hearing damage, both through classroom speakers and headphones.

9 Monitoring and Evaluation

It is the role of the Subject Leader for Music to monitor standards and progress in Music.

Monitoring and evaluation of Music is achieved through:

- Scrutiny of Curriculum Journey books
- Pupil interviews
- Learning walks (where the subject leader has time to do this)
- Giving feedback to teachers
- Analysis of assessment information for all classes and year groups

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.