



Hale CE Primary School

Music Policy 2024-2025

Hale CEVC Primary School is a Church of England School where Christian Values and our Vision lie at the heart of everything we do.

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Our vision is founded on Matthew 5: 14-16

'Be the Light'

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."
(Matthew 5:14-16)

Intent

Aims for our Music curriculum

To encourage children to:

- Develop the child as a whole through engagement in musical activity;
- Ensure all pupils are able to access musical activities;
- Explore and understand how sounds are made, and can be organised into musical structures;
- Explore how music is made through a variety of instruments;
- Develop the interrelated skills of composition, performance and music appreciation;
- Explore how music is composed and written down;
- Explore how music is influenced by the time, place and purpose for which it was written;
- Develop and nurture pupils' sense of self, and allow opportunities to explore their own ability;
- Explore thoughts and ideas through their imagination;
- Develop pupil's knowledge and understanding by having opportunities to practise skills;
- Create a platform to recognise and celebrate the diverse culture of our school through music.

Our rationale for the way we deliver Music

At Hale, we believe that Music is a unique way of communicating that inspires and motivates pupils. It is a vehicle for personal expression, and it can play an important part personal development. Music reflects the culture and society we live in, therefore, Music teaching and learning at Hale enables pupils to better understand the world they live in. Music also plays an important part in helping pupils feel part of a community. Besides being a creative and enjoyable subject, we believe that Music is also a highly academic and demanding subject.



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We provide opportunities for all pupils to create, play, perform and enjoy music, develop the skills needed to appreciate a wide variety of musical forms, and to make judgements about the quality of music.

All pupils at school will have a large proportion of their Music curriculum delivered through the Charanga scheme of work. This scheme consists of six units per year for all year groups and the material is varied, stimulating and accessible for all.

The children have access to material that focuses on learning technical skills, understanding and appraising a wide range of musical styles from many social and cultural contexts, as well as, giving ample opportunity to hone the many interpersonal skills that accompany the disciplines of making music together.

By using this scheme, all staff are able to teach with a consistent set of excellent digital and real world resources to enable all children to achieve good progression throughout their school journey.

How our Music curriculum supports our overall intent

At Hale CE Primary School, we regard Music as an important subject. Music strongly supports our overall curriculum intent, as it allows children to develop academically, artistically, culturally and socially within one subject.

Statutory requirements and our curriculum implementation for Music

Statutory requirements for the teaching and learning of Music are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception), children are given opportunities to:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

At Key Stage One (Years 1 and 2), children will be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.



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At Key Stage Two (Years 3-6), children will be taught:

- to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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.

The Governing Body, receive termly reports on the progress Music provision. This policy will be reviewed every year or in the light of changes to legal requirements.

Wider opportunities to enhance Music learning

During their time at Hale, all children will have the chance to engage with a musical discipline more deeply than can be taught in a music lesson. Typically, this will involve learning an instrument with an outside provider.

Implementation

Planning

Long term planning

Our Curriculum Map outlines an overview of the skills covered in each term during the year. Our Music subject leader discusses this with teaching colleagues in each year group to ensure secure subject knowledge, progression and cross curricular links. Knowledge organisers are also created by the subject leader and discussed with teachers prior to planning.

Medium term planning

Teachers use year group specific knowledge plans, provided by Charanga to develop a medium term plan for each unit of work. The Music subject leader is responsible for reviewing these plans and providing feedback and additional support where appropriate.



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Resources

It is the responsibility of the Music subject leader to carry out an audit of resources and to place a resource request prior to each unit of work being taught. It is the responsibility of class teachers to highlight the need for additional or alternative resources when they complete an end of unit summary.

Development of vocabulary in Music

For each unit of work, knowledge plans will provide staff with a range of vocabulary. Some vocabulary will have been previously taught to ensure that it has been retained and can be built upon. Other vocabulary will link to the current unit. Vocabulary will relate to musical instruments, styles or techniques eg pizzicato, forte, crotchet, reggae etc.

Development of knowledge and understanding

For each unit of work, knowledge plans will provide staff with the key knowledge that the children need to learn, understand and retain in order to progress within the subject.

Parental involvement

There are opportunities each term when parents can discuss their children's progress with their teacher as part of parent's evening meetings whereby teachers provide parents with helpful advice on how to support their child. Parents may also have opportunities to hear their child performing with the choir.

Inclusion

We aim to provide for all children so that they achieve their potential in Music, regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in Music. Briefly, those in need of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCO and/or other senior leaders.

Impact

Assessment

Marking and feedback

In the main, work will be assessed in-line with the school's Assessment Policy.



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Summative Assessment Use

In the main, work will be assessed in-line with the school's Assessment Policy. However, Music has the following key differences in expectation/approach: The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. Children's work is often assessed through video recordings so as to capture their real time performance.

Formative Assessment Use

The teacher records the progress made by children against the learning objectives for their lessons. At the end of a unit of work, we make a judgement against the progression statements. Using this information, the teacher records whether each child is working below, at or beyond age related expectation and then uses this information to plan future work for each child.