



MUSIC POLICY



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Rationale

Music gives children a means of expressing and communicating feelings. It is a skill for life and has an important role in the development of the whole child, bringing enjoyment, satisfaction and confidence. Music is for all children through active involvement, developing skills both in their own right and through links with other curriculum areas.

The National Curriculum purpose of study states:

"Music is a universal language that embodies one of the highest forms of creativity. 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon." Dumbledore says in Harry Potter and the Sorcerer's Stone: "Ah, music," he said, wiping his eyes. "A magic beyond all we do here!"

Curriculum intent

At Buckland School our intention is that all children develop a relationship with music from an early age through a wide range of genres and time periods. All children should be able to confidently listen to and evaluate a variety of music types in detail. Children should sing, play and compose using their musical skills, experience and knowledge and should have the opportunity to participate in a range of music based activities both in the classroom and at wider events. All children should learn to appreciate the important role music plays in our lives and cultures and should broaden their experience through interactive learning opportunities, visiting workshops, peripatetic teaching and performance opportunities.

Objectives:

- To develop children's knowledge of key musical concepts both through direct teaching and by actively involving them in listening and appraising, musical activities, improvisation, composition and performing.
- To give children experiences of music from different genres, times and traditions, encouraging tolerance and appreciation.
- To give the opportunity to express and communicate feelings through music.
- To provide the opportunity for children to develop new knowledge and revisit established knowledge; repetition leads to a mastery meaning both a deeper understanding of musical knowledge and learning something new.
- To provide all children with the opportunity to play a musical instrument (glockenspiel) within class music lessons and read and understand musical notation through the use of interactive IT resources.
- To provide an opportunity for individual learning of instruments.
- To provide an opportunity for children to perform in groups using school instruments or their own if learnt, or a combination of the two and learn how to play with others.

Provision

All children at Buckland are involved in music from the start of their school career and receive a weekly lesson in their class room or school hall with our HLTA. We use the Charanga Music School Scheme which, in line with the curriculum for music and guidance from Ofsted, moves away from the previous levels and learning objective / outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Ofsted have stated that 'We will not always know the learning outcomes' so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening, appraising, differing musical activities (including creating and exploring) and performing. All the children meet together for a singing session once a week.

Learning of individual instruments is encouraged both in and out of school. Buckland School is fortunate in having a strong peripatetic team, currently able to offer lessons on piano, strings and vocals from Year 1 to Year 6. The school choir meet once a week in an after-school club and they regularly perform to parents at services and concerts. Class assemblies often include musical contributions in the form of singing and performing compositions. There are also twice-yearly music concerts organised by peripatetic teachers for each instrument group. These are designed to showcase all levels and abilities, performed for parents and the school. Other opportunities for performances occur throughout the year, for example at the Summer Fete, regular church services and end of year musicals allowing for individual, class and whole school participation.

The whole school is involved in show-casing a Summer Production at the end of the year- allowing for a wide range of musical abilities to be displayed.

During the year, there are opportunities for the children to experience performances and workshops by visiting musicians, children or other professionals. The children also have trips to the theatre and concerts thus widening their musical horizons. We often take part in the Big Sing in Oxford at Christmas and a summer NAPE Festival of Voices as well as a Faringdon Learning Trust local Festival of Voices.

First hand approach

Children have opportunities to work in a variety of different ways as and when appropriate i.e. as individuals, groups or as a whole class. We build on first hand experiences, giving opportunities to experiment with and develop a vocabulary of sounds. This takes place alongside discussion and feedback, from peers or the teacher, to encourage the children in their musical experiences.



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Equal Opportunities

Musical opportunities are open to all children. We are able to offer financial support to families who would find it difficult to pay for instrument lessons.

Progression and differentiation

We recognise that children come to Buckland with widely differing musical experiences. We seek to ensure that the curriculum planning allows children to gain a progressively deeper understanding and competency as they move through the school, throughout the Charanga Scheme, the instrumental work is differentiated allowing children to move through the relevant parts as they need to. Children with particular talents are encouraged to develop and demonstrate these in school. Children are given the opportunity to perform on instruments learned in or out of school, during the year within classes, during whole school assemblies and at community events.

Facilities

Classes are taught in the school hall, music room or classroom, with a piano or keyboard, a portable CD player and laptops; a wide variety of tuned and un-tuned percussion instruments are available for all ages to access.

Long term plans

We use the Charanga Music School Scheme to help us deliver a two year rolling programme which provides continuity and progression across the school. This provides children opportunities to develop key musical skills. Termly plans are drawn up, detailing which objectives will be delivered each week for each class.

Curriculum

Skills

The Charanga Music School is structured so that each Unit of Work comprises the strands of musical learning which correspond with the National Curriculum for Music:

- Listening and appraising
- Musical Activities
 - Warm-up games
 - Optional flexible games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
 - Performing

- Singing is central to Charanga, the Units of Work are based around a song each term with instrumental parts, along with an additional song each week for listening and appraising: together (unison, rounds, simple parts) and alone, with control of pitch, beat, rhythm, tone, dynamics, expression; internalising.
- Playing: appropriate use of instruments, with control is part of all Units of Work and instrumental tasks are differentiated to challenge each child.
- Composing and improvising for voices and instruments: exploring sounds, choosing, comparing, developing ideas; organising ideas, notation both by group and individually.
- Listening and responding: listening quietly, recognising genre and instruments and structure, talking about the music; reflecting and discussing.
- History of music and performers: learning about the history of music through the centuries and discussing the changes of styles of music.

Concepts and understanding

- Genre
- Pitch: high and low, higher and lower, steps and leaps; pentatonic and diatonic scales; letter names; composing short melodies.
- Timbre: identifying sounds, instruments; recognising / choosing appropriate instruments or groups of instruments and their qualities; mood.
- Tempo: fast and slow, faster and slower; responding to music with movement, choosing in relation to the lyrics or title.
- Duration: long and short, pulse, rhythm patterns and metre; steady beat.
- Structure: instrumental, bridge, intro, outro, patterns, repeats, changes, silence, beginning and ending, contrasts; chorus/verse, call and response, rondo, round (cannon); awareness of a need for structure.
- Texture: single instruments or voices, groups, thick and thin; solo, accompaniment, background.
- Dynamics: Loud and quiet, louder and quieter, silence; choice of instrument; mood.
- Articulation: accents, staccato, legato, detached

Musical knowledge

- Genre identification
- Developing appropriate musical vocabulary, based on the elements of music
- Notation: traditional and graphic
- Names of instruments used or heard frequently.
- Awareness of intentions behind the music.
- Names of pieces of music, their composers and performers.
- Awareness of music from other countries, times and contexts.

Attitudes

- Listening; receptive attitudes, tolerance.
- Respect for the music and opinions of others.
- Appreciating others' work.
- Giving and receiving constructive criticism.
- Forming personal opinions.
- Self - confidence.

Outcomes not specific to music

- Listening skills
- Social skills
- Co – ordination and control
- Language development
- Self – expression
- Tolerance

Musical progress through the school:

The activities taking place at Buckland School are designed to follow all aspects of the National Curriculum for music. The progression within the class music lessons represent an ever increasing spiral of musical learning and follow the Charanga Music Schools scheme of work which covers the requirements of the National Curriculum.

Charanga lessons are flexible and may be adapted to link with other curriculum areas. Meeting the individual needs in class music is practised through differentiation by task, i.e. giving the children instrumental accompaniments of different complexity; giving more able children greater responsibility such as leading part of an activity, or asking them to support other groups; asking more able children to work from notated rhythm patterns or play own instruments.

In addition to this structured approach, staff also plan opportunities for children to develop their enjoyment and skills in a topic based approach. This enables links across the curriculum and meaningful contexts.

Assessment and communication with parents

Assessments are recorded by our HLTA detailing standards of attainment reached by individuals and allowing future planning to ensure progression. These are recorded on FFT Curriculum Tracker. Comments concerning the children's composing, performing, listening or appraising skills as they have been noted during class music lessons are used to adapt future lessons. Observations on their work in groups, particular singing abilities, use of instruments etc. are recorded in an on-going basis by the music teacher throughout the year. Instrumental teachers also write reports to parents concerning individual progress.

'Formative, or Continuous Assessment

Formative assessment is, of course, intended to support high-quality, in-depth teaching and therefore will inform subsequent learning. Within this framework, it can be used to evaluate pupils' knowledge and understanding and should be constantly and consistently integrated into the day-to-day delivery of music lessons. In order for pupils to gain conceptual understanding of their musical learning and to provide evidence of this, a repetition-based approach and a more secure, deeper teaching and learning assessment system is required. Formative assessment typically involves qualitative feedback for both pupil and teacher that focuses on the details of content and performance within the music lesson'. © **Copyright 2016 Charanga Ltd.**

Pupils have the opportunity to reflect on what they have learned at the end of each lesson as well as indicating areas that they do not feel confident in, this self-assessment is used by the music teacher to adapt future lessons to ensure access to all areas of learning for all pupils.

'Summative Assessment

Summative assessment within this framework, and used in this musical context, will enable you to evaluate how much a pupil has learned, more than often through performance, at the end of a learning episode.

To use each form of assessment to best effect, it is important to understand their various purposes within a musical learning situation. It is important to be clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used. The outcomes, whether they are musical, cultural or social, can be amazing. When the pupils begin to take responsibility for their own learning, there will be exciting outcomes in addition to those expected or planned for'.

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The Music Co-ordinator is available to talk to parents by arrangement when requested and the peripatetic staff make themselves available by telephone and/or e-mail and are always willing to see parents by appointment.

Resources

Singing

Charanga provides a vast range of singing opportunities by genre, theme and topic. It offers the opportunity to link with wider areas of the curriculum. There is a large selection of Songbooks in the school including various A&C Black publications, Junior Voiceworks, Singing Matters, Junior Soundscape, Out of the Ark publications etc. The assembly hymns come from a number of sources but the official school hymn book is the BBC publication, 'The Complete Come and Praise'. There is also a large selection of Christmas carols and songs.

Teaching

The main resource is Charanga Music School for Foundation Stage and Key Stage 1 and 2. As far as possible we try to link music teaching within our topic based approach.

Listening

Charanga Units of Work offer a broad repertoire for children to listen and compare. Children are encouraged to consider sounds heard, identify instruments and voices and use musical language to describe the style, structure and so on. Resources are grouped by genre, topic or alphabetically for ease of access for the class lead or wider range of staff. All teaching staff have received training in how to use the Charanga Music School resources.

Instrumental

Resources include a half class set of glockenspiels and African drums for whole class teaching also a wide selection of pitched and unpitched percussion instruments including chime bars, a xylophone, a selection of wooden and metal instruments including, guiros, Indian bells, vibraslap as well as the more usual tambours and tambourines. There are also a few larger instruments such as keyboards, a suspended cymbal, and a floor tom for the children to experience instruments of different sizes and timbres. These are accessible by the children and, as well as enjoying them and exploring their possibilities.