



Theale Church of England Primary School

Music Policy

"Music can change the world because it can change people." - Bono, U2

"I will sing praise with my spirit, but I will sing with my mind also." - Corinthians 14:15

"Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything." - Plato

The Rationale for Music Teaching

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and emotion and enables personal expression, reflection and emotional and spiritual development. Music embodies one of the highest forms of creativity but requires relentless self-discipline and application to achieve highly. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. A high-quality music education should engage and inspire pupils to develop a love of music as well as their talent as a musician. This will develop pupils' ability to listen and appreciate a wide variety of music and to be discerning and critically engage. Music lessons and other musical experiences help to develop a sense of group identity, increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Curriculum Intent

At Theale Church of England Primary School, we will ensure that all children attain the highest possible artistic and technical standards that will lead to lifelong enjoyment in making music and enable further study to the highest level.

Curriculum Impact

Children will:

- Develop deep, accurate, wide ranging subject knowledge, skills and understanding in music. They will achieve the highest standards. Have rich opportunities that develop cultural capital and instil ambition and ensure resilience.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, have the opportunity to learn musical instruments, create and compose music on their own and with others, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Implementation.

This will be achieved through high quality specialist teaching and using planned experiences that integrate all aspects of musical enjoyment and extend beyond the requirements of the national curriculum.

The children will be taught to:

EYFS and Key Stage 1

- 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.

Key Stage 2

- 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 to support their performing, composing and listening
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- an ability to explore, gain an understanding of and an appreciation of music in a variety of styles, from different times and cultures, with an awareness of chronology
- develop an understanding of the history of music

Equal Opportunities, Gifted and Talented Pupils and those with Special Needs

Every child will be given equal opportunity and access to music irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the music curriculum which will be modified to best meet their needs. Those identified as Able, Gifted and Talented in music will be given opportunities to develop their skills further. Collaboration and the development of children's, social, moral, spiritual and cultural education will be promoted through music teaching.

Resources

Appropriate resources to support work will be readily available and accessible to both teachers and pupils. They should be clearly labelled, in adequate supply and in a good state of repair. Care of resources should be emphasised to both pupils and staff. The Subject Leader should be informed of the need to replace or repair equipment.

Monitoring and Assessment

The monitoring of music will take the form of classroom observations by specialist staff, monitoring of planning, work scrutiny, interviews with children, learning walks, monitoring of displays and evaluation of performances given. The subject leader, working with the head teacher is responsible for the monitoring of music- records will be kept as appropriate. The headteacher will report to governors. Achievements in music will be reported to parents in children's annual report and celebrated throughout the year.

Assessment will be through continual Assessment for Learning, confidence self-assessment by the children and through cold/hot more formal summative assessments.

In the Foundation Stage music is reported as part of their Creative Development.

The Structure of Music Provision – Implementation

Whole School:

- Culture Connoisseurs Music Listening Programme
- Singing assembly every other week

EYFS and Year 1

- 1 x 40 mins class music lesson per week
- 1 x 30 mins choir per week
- Daily cross-curricular opportunities for listening
- Performance opportunities across the school year

Year 2

- 1 x 40 mins class music lesson per week
- 1 x 45 mins choir every two weeks
- 1 x 40 mins small group violin lesson per week
- Daily cross-curricular opportunities for listening
- Performance opportunities across the school year

Year 3

- 1 x 40 mins class music lesson per week
- 1 x 45 mins choir every two weeks
- 1 x 40 mins small group guitar lesson per week
- Daily cross-curricular opportunities for listening
- School production and other performance opportunities

Year 4

- 1 x 40 mins class music lesson per week
- 1 x 40 mins whole class steel panning lesson per week
- Either 1 x 45 mins or 1 x 90 mins choir every two weeks
- Daily cross-curricular opportunities for listening
- School production and other performance opportunities

Year 5

- 1 x 40 mins class music lesson per week
- 1 x 40 mins whole class steel panning lesson per week
- Either 1 x 45 mins or 1 x 90 mins choir every two weeks
- Daily cross-curricular opportunities for listening
- School production and other performance opportunities

Year 6

- 1 x 40 mins class music lesson per week
- Either 1 x 45 mins or 1 x 90 mins choir every two weeks
- Daily cross-curricular opportunities for listening

- School production and other performance opportunities

Wider opportunities:

- Gifted and talented trumpet ensemble
- Gifted and talented violin ensemble
- Gifted and talented steel panning orchestra
- Rock Band
- Other gifted and talented opportunities and performance opportunities as they arise
- Partnership events through Berkshire Maestros (Hub) and CultureMix Arts
- Charity events and music competitions
- Music related after school clubs
- Opportunities offered by public school partnerships through Pangbourne College and Bradfield College such as the Brass Day, Choral Day and interschool performances

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