



## HELSEBY HILLSIDE PRIMARY SCHOOL MUSIC POLICY

### AIMS

Music is a fundamental human activity and we aim to develop pupils' musical abilities and understanding of the part music can play in their life through a wealth of musical opportunities. Music is an essential element of the curriculum from simple nursery rhymes that develop of sense of rhyme, rhythm and early language in our youngest children to an appreciation of the plethora of musical styles that engender a greater tolerance of difference in our older children.

### By the age of 11 we aim for a child to be able to:

- Understand and appreciate a range of musical styles from around the world and across history
- Respond sensitively to different sounds and music
- Express ideas and feelings through sounds
- Confident in their own musical ability regardless of ability or skill
- Join in with a variety of musical activities and experiences with enthusiasm
- Sing together and realise the enjoyment and satisfaction that this can bring

### STATUTORY REQUIREMENTS

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

**In the Foundation Stage (Nursery and Reception)** children's learning and competence in music must be supported and extended. All children should be given opportunities to recognise and explore how sounds can be created and changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. Opportunities for musical development should be made available across the topics and strands being covered in the Foundation Stage and include opportunities for child initiated musical experimentation.

### At Key Stage One (Years 1 and 2) Children should be taught to:

- 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) pupils should 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.**

**Pupils should be taught to:**

- Play and perform in low 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.

## **SUBJECT ORGANISATION**

The Music Curriculum is delivered by an external specialist music teacher from the Music Service and by class teachers. Music learning and teaching begins in Reception with children following the Early learning Goals from the starting points at the end of their pre-school provision. These are followed through into Key Stage One until the child is ready to embark on the National Curriculum thereby ensuring continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

The music teacher, together with our music subject leader create and develop key learning overviews for each age range, in line with the national curriculum aims and subject content. Where possible, the music key learning overviews will tie in with the school's various topic areas to provide cross curricular learning. The music teacher and music subject leader are supported by the Primary Music Adviser for Cheshire West and Chester and have access to a wide variety of musical resources appropriate for teaching across all age ranges. Regular training opportunities are provided for the music teacher and music subject leader to ensure they are always kept up to date with the latest curriculum developments.

## **SCHOOL WIDE MUSIC OPPORTUNITIES**

There are many opportunities for school wide engagement in music.

Children are offered instrumental tuition through 'Music for Life' and are encouraged to perform during assemblies on a rota basis. The school's annual concert provides a more formal performance opportunity for children to perform individually or as part of a group. Children who play an instrument are also guided towards becoming part of youth orchestras in Cheshire and other musical groups run by peripatetic teachers who visit school. There is a school band, run by the brass teacher, which is open to all children who can play any instrument from a tambourine to a violin. The band performs at a range of school functions and across the wider community.

The school choir is led by the specialist music teacher and they also perform at school functions and across a range of community events. Both the choir and band are open to children of any ability and without audition.

The school regularly gather together to sing a variety of songs across a range of styles and great importance is placed on all children being actively involved in these sessions.

Visiting groups of musicians are welcomed into school.

## **INCLUSION**

We aim to provide for all children regardless of gender, ethnicity or home background so that they achieve as highly as they can in music according to their individual abilities. Gifted children will be identified and suitable learning challenges provided and extra extension opportunities available outside school will be accessed as appropriate through close liaison and discussion with parents.

## **ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for monitoring and evaluating musical provision across the school. They also ensure that their own subject knowledge is thoroughly updated through professional development, training and reading of journals and articles. Part of this will involve providing quality INSET to colleagues and directing colleagues to INSET opportunities provided by outside agencies.

In order to ensure that children and staff are equipped with quality resources and materials, the subject leader will need to undertake a regular audit of current materials and purchase new and replacement materials on an annual basis.

## **CONCLUSION**

In following the guidance and philosophy provided in this policy, teachers will provide the best opportunity for the pupils at Hillside Primary School to begin to realise their musical potential. It should also be read in conjunction with the following policies:

Teaching and Learning

Assessment

Marking and Feedback policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.

Member of staff responsible: Mrs Gill Fletcher-Curran

Date policy reviewed: September 2021

Date approved by the full Governing body: 6th October 2021

Date to be reviewed: September 2024