



Music

Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Sacred Heart Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Implementation

At Sacred Heart Primary School, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught that sounds can be represented graphically and symbolically.

Early Years

Birth to 5 Matters is non-statutory guidance which practitioners use to support their implementation of the Statutory Framework for the Early Years Foundation Stage, which sets out the legal requirements for delivering education for children from birth to 5 in England. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

The Early Years Foundation Stage curriculum is based on the seven areas of learning aiming to promote all aspects of a child's development. Music comes under the '**Expressive Arts and Design**' area of learning within 'Being Imaginative and Expressive.'

The Early Learning Goals relating to music are:

Being Imaginative and Expressive:

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

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Key Stage 1 and 2

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising
 - Musical Activities (including Creating and Exploring)
 - Singing and Performing.
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- Music is taught discretely, every half-term.
 - While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.
 - All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional music teaching includes:

Lunch time choir

Ukulele club

Music composition club

Guitar lessons

Violin lessons

Impact

Children will:

- enjoy and appreciate a wide variety of musical styles
- explore how sounds are made, and how music is produced by a variety of instruments
- develop imagination and creativity
- build a sense of pulse and rhythm
- understand a range of musical vocabulary
- develop the interrelated skills of composition, improvisation, performance and appreciation
- enjoy a wide range of songs and sing in tune
- develop positive attitudes and to experience success and satisfaction in music

Teachers will assess children's work in music by making informal judgements as they observe them during lessons.

Video recordings are made of live musical performances for the children to use as self-assessment.

On completion of a piece of work, the teacher will assess the work and give oral feedback.

Older and more able pupils are encouraged to make judgements about how they can improve their own work.

Teachers take photographs and videos to evidence the children's 'end of unit' achievements.

Results from ongoing and end of unit assessments, are recorded on daily marking sheets.

Policy updated: September 2021

Subject Leader: Mrs A. Shipley