



Colgate Primary School Policy for Music

OUR VISION: *Working together to be our best*

Approved by:

Curriculum and
Progress Committee

Date: 26 June 2024

Last reviewed on: 2018

Next review due by

Intent:

Growth

At Colgate we want our pupils to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a high-quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians.

Diversity

At Colgate we want pupils to have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

We want children to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

Community

At Colgate we want our pupils to learn to sing and use their voices, to create and compose music on their own and with others and also have the opportunity to learn a musical instrument.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

1. Introduction

Music is part of the primary National Curriculum and is a requirement for all children. Colgate Primary School has adopted a whole school approach to the teaching of Music to all pupils using the Music Express School Scheme.

2. Aims

At Colgate we aim for our children to:

- 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, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

3. Objectives of the Music Curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

3.1 Foundation Stage:

In the Foundation Stage the music curriculum is known as Expressive Arts and Design and this is one of the four specific areas within the Early Years Foundation Stage. Each specific area is divided into Early Learning Goals and for Expressive Arts and Design this is;

- Being imaginative - Sing a range of well-known nursery rhymes and songs.
 - Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Reception access the Music Express Scheme of Work. This half-termly (6 step) focus based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs. Music will also be part of continuous provision in the Early Years environment.

3.2 Key Stage One:

Pupils 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 interrelated dimensions of music.

3.3 Key Stage Two

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 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 interrelated dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notation;
- 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.

4. Curriculum

At Colgate we use the Music Express scheme of learning as the basis for curriculum planning in Reception, Key Stage One and Two. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

Music Express is devised especially for classroom teachers, whether generalist or specialist, *Music Express* is:

- topic-based
- cross-curricular
- musically diverse
- fully resourced
- accessible to non-music readers

The essence of Music Express is to create a topic-based, cross-curricular approach to support children's learning in music and across other subjects through music. A steady progression plan has been built into Music Express, both within each year and from one year to the next, ensuring consistent musical development.

4.1 More about Music Express

Music Express builds experience and develops understanding of the dimensions (elements) of music throughout the scheme. Each unit has as its focus one process such as performance or composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music. A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music-making activities throughout the scheme. Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children.

5. Additional music teaching

At Colgate all children in Key Stage Two have to opportunity to learn to play the recorder. For one term each class takes part in weekly lessons led by their class teacher.

In addition to this the West Sussex Music Service provides peripatetic musical instrument tuition. Lessons are taught to small groups of children from Year 2 upwards who have chosen to learn one of a variety of brass, woodwind or string instruments. Parents are requested to purchase or hire the instrument and pay the additional music lesson fees on a weekly or termly basis.

6. Musical events

Children take part in singing practice, assemblies and have opportunities to perform in public, for example the Horsham School's Music Festival. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, Harvest and Easter the whole school takes part in a musical performance of some kind often at the local church. At other times of the year e.g. class assemblies, year groups or the whole school get together to provide appropriate

musical entertainment.

In addition to this there is a weekly lunchtime choir club for children in Key Stage 2. Children enjoy singing popular songs and prepare for performances in assemblies.

7. Resources

The following resources are available to aid the teaching of music at Colgate Primary School;

- Music Express scheme – all teachers and TA's have access to this online.
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – including glockenspiels and recorders

8. Assessment

Children demonstrate their ability in music in a variety of different ways. 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 which the children are able 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. Individual class teachers will keep samples of children's work in music for their own evidence. The assessment resources within Music Express will enable teachers to assess whether children are working below, above or at the expected level at the end of each year.

9. Monitoring and Evaluation

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Music Express scheme and reviews evidence of children's work;
- conducting learning walks to observe the coverage of music.

HEAD TEACHER: R.Winn

CHAIR OF CURRICULUM AND PROGRESS COMMITTEE: Mr T. Abbott

DATE: 26.06.24

REVIEW DATE: