



Sledmere and Wetwang Federation

Music Policy 2024-2025

Adopted by Sledmere and Wetwang Federation Policy
Review Group

Signed: Thomas Hemesley
Position: Chair of Governors

To be reviewed by Governors September 2024

Intent

At Sledmere and Wetwang Federation our **intent** is that all pupils are engaged and inspired to develop a love of music and their talent as musicians.

Our **intent** is that all children:

- Achieve their potential.
- Experience high quality teaching and learning at all times.
- Play, perform, listen to, review, evaluate and enjoy music and to appreciate a variety of music styles.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Understand and explore how music is created, produced and communicated.
- We aim for every child to leave Sledmere and Wetwang Federation with a range of musical skills and knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Implementation

At Sledmere and Wetwang Federation we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We **implement** our Music curriculum through:

- We explore a wide range of musical genres, supporting children to consider whether they like it or not.
- Visits, visitors and experiences focusing musical knowledge and skills.
- High quality modelling and scaffolding of Music skills in order for all children to achieve excellence.
- Nurture and relationships allow adults to support children to experiment and challenge themselves.
- Learning that is high quality, showing a range of Music and evidence the highest expectations.
- Use of a range of high quality resources.
- Providing children with opportunities to perform in front of their peers and wider audiences.
- All children to have an opportunity to learn an instrument with a specialist music teacher.
- 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 untuned instruments and to compose original pieces.
- They are also taught to sing and play in time controlling the sound and tempo.
- They are taught different ways to represent sounds graphically and symbolically.

Impact

The **impact** of our Music approach is our children are engaged and inspired by Music. They are confident, creative and feel pride in their Musical accomplishments.

Teaching and Learning Music in the Early Years

We teach music in Class 1 and Pre-school as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

In addition, Reception class has access to the Charanga Music Scheme.

Key Stage One and Two Curriculum

Our school uses the Charanga Music School 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.

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

In order to enrich the musical experiences of all our children, Sledmere and Wetwang Federation, every child will be given the opportunity to participate in instrument or singing lessons with a peripatetic music specialist from the Local Authority. Lessons are taught to individuals or small groups of children from Year 2 upwards who have chosen to learn one of a variety of brass, string, woodwind or keyboard instruments. Parents are required make a financial contribution to their child's tuition

Children who learn an instrument are invited to play in our school orchestra which rehearses once a week.

We are looking at widening the participation in music playing by buying in professionals for whole class instrument lessons.

Musical events

Children regularly take part in singing practice and collective worship.

Opportunities are provided to perform in public and parents, carers and friends are invited to attend concerts given by children learning an instrument.

We take part every other year in the 'Big Sing' event, in which many schools combine to sing and listen to a range of music in a large concert venue.

At Christmas time, the Reception and KS1 children rehearse and present a nativity performance, while KS2 children perform and record a Christmas carols which are performed to the wider school community.

At other times of the year, individual year groups are invited to provide musical entertainment appropriate to the season or the topic they are studying.

The whole school prepare multiple songs for an end of year musical performance at Sledmere House.

Local authority music service come into school to perform a range of songs with the involvement of all children at Christmas.

We have high quality travelling theatre groups in school annually so the children can experience live musical theatre and they are encouraged to join in.

Children attend theatre as part of their wider curriculum at least once during their time in our school.

Resources

The following resources are available to aid the teaching of music at Sledmere and Wetwang Federation:

- Charanga music scheme – all teachers have individual logins
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 untuned percussion instruments, kept centrally in a music trolley
- tuned instruments – whole-class sets of glockenspiels and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on- going process. Assessment grids are provided by Charanga Music for individual lessons and at the end of each unit for teachers to record their observations.

Recorded performances (audio or video) are excellent means of keeping evidence within this subject and can be used by children for self- assessment; older and more able pupils are encouraged to make judgements about how they can improve their own work. For each unit of work, teachers will upload two videos of their class performing key musical skills (e.g. singing, playing, composing, improvising etc.) to the staff shared drive as evidence of progression.

At the end of the year, teachers make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment using an End of Year Expectations grid derived from the objectives of the Charanga music scheme.

Information on a child's progress in music will be communicated to parents in the written report once yearly.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated, where appropriate to cater for the needs of all pupils including those with SEND.

All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

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 Headteacher and evaluates strengths and weaknesses in music
- reviews the success of the Charanga music scheme and reviews evidence of children's work
- arranges external music providers to work with different year groups