A proud member of

Music Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Moorcroft Wood Academy

Music Policy

Introduction

Music and singing is integral to the life of a Moorcroft Wood child. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self- expression and creativity. It stimulates responses both on emotional and intellectual levels. Music is a varied and ever-changing medium. It surrounds us in its various forms and can encourage self- confidence, be a source of calm or comfort, and provide inspiration for any project. Music contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum.

Aims of teaching

Our objective at Moorcroft Wood is 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. We improve our pupil's cultural capital through our music curriculum and extra-curricular provision.

Our school's aims are to:

- Develop musical skills and concepts through listening, appraising, performing and composing.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and developments in a variety of cultures.
- Be motivated to enjoy and succeed in music.
- Have fun and be creative!

Teaching and learning of Music

The national curriculum for music aims to ensure that all pupils:

- 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, 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We aim for music to be firmly embedded into everyday life at Moorcroft Wood.

We deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Music is taught weekly. By utilising Charanga we ensure knowledge and skills are progressive from EYFS up to the age of 11. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. In doing so children gain an understanding into different methods of creating notes, as well as how to read basic music notation.

They also learn to compose focusing on different dimensions of music, which in turn feeds their understanding when playing or appraising music.

Our music curriculum is enhanced for Key stage 2 children who have the opportunity to join a choir. This ensures that children receive high quality music provision and that teachers receive valuable, regular CPD

Programmes of study - Foundation stage

At Moorcroft Wood, Music in the EYFS is primarily taught through the area of learning: "Expressive Arts and Design".

In EYFS we regularly sing throughout the week and incorporate it within cross-curricular teaching and learning, for example in maths we sing number and counting songs.
We use a range of percussion instruments to develop early musicianship, creating foundations of pulse and rhythm, as well as creativity and self-expression. These musical instruments are used in discrete music lessons and in areas.
Children are exposed to music through topics for example Reception children study 'Africa' and listen to African traditional music as part of this topic, celebrations throughout the year and Rainbow Rhyme creating a foundation for their musical education.
Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the EYFS, children should have attained the level of development as defined by the Early Learning Goals (ELGs). For music these include: ELG: Being Imaginative and Expressive Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
We also use Rainbow Rhyme in Reception and for our SEND pupils (The Nest), an external music provider to deliver a weekly music lesson.

Programmes of study - Key Stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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.

Programmes of study – Key Stage 2

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 inter-related 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 music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Cross curricular links

At Moorcroft Wood, we strive to make links across subject areas as much as possible to ensure learning is embedded and secure. Children utilise their Music knowledge and skills in many other subjects including Reading and English. Here children use their knowledge of rhythm and pulse through poetry. Singing is particularly crucial in Maths lessons at Moorcroft Wood, specifically when recalling multiplication facts. Children sing songs and rhymes to help them retain important facts. During dance lessons in PE, a wide range of music is used to support learning dances from other cultures and times including that of various composers. We explore music from a diverse range of backgrounds and cultures to support the teaching of diversity and the school values of respect and tolerance.

Assessment

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences in a variety of performances including those in the local community e.g. a choir of Year 5 children performed 'The Windrush Anthem' at Walsall Art Gallery. We utilise pupil voice regularly as a means of engaging children in their own learning and what they would like to see in their Moorcroft Wood music journey.

Equal Opportunities

Music plays an important part in the life of our school. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys in music. Every effort will be made to ensure that activities are equally interesting to both genders. Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children. Opportunities for music making and performing in public are made available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Where a child's progress falls significantly outside the expected range, they are offered support to help them reach the expected standard. This includes taking into account enabling children with special educational needs to access and engage with the music curriculum. Factors such as classroom organisation, teaching materials, teaching style, differentiation are taken into account to enable the child

to learn more effectively. In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs.

Health and Safety

The health and safety of our pupils is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Children who are taught to play a brass instrument will have an individually labeled instrument and so there will be no need for sharing.
- Wind instruments (e.g. recorders) will be sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Parental permission will be obtained before pupils take part in off site activities.
- All electrical equipment will be inspected regularly (PAT tested).
- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All damaged instruments will be repaired or thrown away immediately if beyond repair.

Resources

Every year group has access to music resources in school. Every teacher has access to Charanga, this can be accessed by teachers through the class laptop and interactive whiteboard, and by pupils through school laptops and iPads (particularly for use in composition activities). There is a set of glockenspiels (stored in music and classroom cupboards). Untuned percussion instruments are also stored in the music cupboard.

Adapted Learning

Teachers support and facilitate access to the music curriculum through effective adaptation of learning, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Moorcroft Wood is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level.

This is achieved by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.

- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

Role of the Subject Leader

- To support and guide the practice of the music specialist.
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of music teaching and learning.
- To update documentation where necessary.
- To produce action plans for the School Development Plan.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant training.
- To review regularly the contribution made by music to a meaningful curriculum.