

Music Policy



Our Curriculum at Finchale

At Finchale Primary School we are proud of our curriculum and the range of experiences we provide for our children. Our curriculum is accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive to meet the needs of those pupils with additional needs, including special educational needs, those with disabilities, those who are more able, those with gifts or talents and the children who are learning English as an additional language. We provide a rich and challenging curriculum which aims to stretch our children. Staff monitor our children to ensure that they are supported in their learning, whatever their ability.

Statement of Intent for Music

At Finchale Primary School, we aim to provide every child with high quality music experiences which engage and inspire them, to provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of musical styles from different cultures. Our music curriculum promotes self-confidence, self-esteem, self-expression and gives all pupils a sense of achievement. Singing and performing is the heart of our music curriculum. We aim for every child to leave Finchale Primary School with a range of musical skills and knowledge (including singing, performance, improvisation, composition, musical appreciation, and the history of music), and an understanding and love of music which they can carry with them for the rest of their lives. Throughout their time at Finchale, children are given opportunities to learn different instruments.

Children are also provided with opportunities to showcase their talents both within and outside our school community. We actively seek opportunities for our pupils to participate in musical events within our wider community along with other musicians and, on occasion, professionals. We believe these experiences can be inspiring and even life-changing, creating memories which remain forever.

This Policy was agreed in

2023 and will be reviewed in Autumn 2026.

Chair of Governors:

Date:

Head Teacher:

Date:

The Importance of Music

The National Curriculum (DfE, 2014) states that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

At Finchale our core curriculum covers those elements set out in the EYFS statutory framework, as well as the programmes of study for both Key Stage 1 and Key Stage 2 within the National Curriculum for England. In addition, our teaching goes beyond this to include a range of areas and activities which we believe equip our pupils not only with the skills and knowledge but also the confidence and resilience to be happy, productive members of our society today.

To ensure a smooth transition between what children learn in the Early Years and Key Stage 1, we have carefully structured our planning to ensure there are strong and purposeful links between what children learn and experience in Reception and what they go on to learn and experience in Year 1. This helps to build confidence, maximizes opportunities for learning and demonstrates how our staff have a good understanding of how children progress and develop within each subject.

Our starting point for teaching Music at Finchale is within the EYFS. Here, a key component comes within the specific area, Expressive Arts and Design. 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.

Within this, pupils:

- ★ Sing a range of well-known nursery rhymes and songs
- ★ Perform songs and rhymes with others and, when appropriate, try to move in time with music

Our pupils then move on to develop their musical knowledge, understanding and skills, as they study the attainment targets and programmes of study for Music as set out in the National Curriculum. This 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, 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

What This Means at Finchale Primary

We believe Music is a practical and engaging subject which motivates and inspires our pupils. At Finchale, we teach music as a standalone subject, which places emphasis on the skills our children need to become 'musicians.' Where relevant, we make connections with other areas of our curriculum, to provide a wealth of enrichment activities to deepen children's understanding of music.

Music begins within The Early Years, as part of Expressing Arts and Design. Our children have:

- ★ daily access to tuned/untuned percussion instruments, and a performance stage, as part of their continuous provision
- ★ weekly 45min sessions with Durham Music Service for 1 term, as part of their Little Fingers program
- ★ Sing as part of their daily routines, counting and nursery rhymes
- ★ Opportunities to sing and perform through their class assembly, KS1 Christmas performance and Graduation assembly

In Key Stage 1, our pupils 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, and experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage 2 our pupils are 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. They also 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 notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

Teaching Music Should Equip Children To:

- ★ Develop a love of music
- ★ Increase their self-confidence, creativity and sense of achievement
- ★ Critically engage with music
- ★ Compose and listen with discrimination

Threads of Learning

We have identified the key concepts or 'threads', that children will repeatedly revisit throughout their time at Finchale. Our threads are: improvisation and composition, singing and playing, and listening and appraising. Each unit will not include every 'thread' but over the course of their learning journey through school, children will visit each thread more than once. As children progress through school, they will begin to make links and connections between these threads to support them in developing as musicians.

Making Learning Memorable

At Finchale, we aim to make learning memorable through the careful planning and delivery of enriching activities.

During their time at Finchale Primary School every child has the opportunity to learn a musical instrument through whole class lessons with an external music teacher, from Durham Music Service (Year 2 and 3 learn the ukulele and Year 4 learn the mini-trombone). If they would like to progress further with playing a brass instrument, they can then take small group instrumental lessons in Year 5 and 6. EYFS and Year 1 also take part in the Durham Music Little Fingers program, where there is emphasis on singing, games and performing using untuned percussion instruments. Instrumental lessons capture children's enjoyment of music, build on musical skills and knowledge, and inspire further music making. External music teachers provide expert knowledge and teaching of an instrument, inspiring our children with the opportunity to learn a

musical instrument. The subject lead works with the musicians to ensure delivery is engaging and appropriate for pupils and follows the National Curriculum.

Children get the opportunity to perform to parents through class assemblies and Christmas performances. Singing assemblies are led every week by the subject lead, where they learn a variety of songs, including from different cultures. They are also introduced to our Musician of the Month, in these assemblies.

Children in Key Stage 2 also have the opportunity to take part in a school choir and orchestra, where they perform both within school and the local community. Visits by external musicians inspire and excite our children about music and provide the cultural capital to ignite their aspirations.

Organisation

Music is part of children's learning every week. At Finchale, we use Sing Up to support our music teaching and have adapted this to suit our school. Sing Up provides a well-structured, accessible programme with lots of engaging, interactive resources, covering all areas of the music curriculum and providing clear progression across the units. This scheme includes all elements of the music curriculum, including, listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. The inter-related dimensions of music are interwoven throughout each unit, developing musical skill, and understanding through a repetition-based approach.

Long term plans and the Progression of Skills, detail the units taught and the sequence of learning through school. Progression is developed through the repetition and depth of learning within these strands. This is through the integration and understanding of the interrelated dimensions of music, including: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Throughout each year and across all year groups, the interrelated dimensions of music are built upon the foundation of pulse, creating a spiral of musical learning across the school. Our music teaching also aims to expose pupils to a diverse range of musical genres and musicians, across history and across different cultures.

The content for each year group, along with long-term plans, can be found on our school website: www.finchale.durham.sch.uk .

Resources

We use a range of resources to support our teaching within music which include the following:

- ★ Durham Music Service Rhythm Flashcards
- ★ Tuned percussion (including a class set of glockenspiels)
- ★ Untuned percussion (including a class set of claves. EYFS have their own collection of percussion instruments)
- ★ Recorders
- ★ Ukuleles
- ★ www.singup.org
- ★ www.musicianofthemonth.co.uk

We are continually adapting and amending our resources to meet the needs of our children.

Assessment

Our subject leader for Music will oversee the planning and monitoring of pupils' work.

Throughout a unit we will continually assess children's rhythmic knowledge through the use of flashcards. This retrieval practice is a key aspect of assessment and is carefully placed through school to 'keep learning warm'. Children revisit the rhythms for their year group and previous year

groups (see Progression of Skills), and develop these skills and knowledge across the year, by applying to different instruments and musical contexts. Each class learns a song in the Autumn term, which is then filmed. This song is then revisited to in the Spring and Summer terms, where it is developed and subsequently filmed to determine progress. Class teachers have the opportunity to work with the subject lead to help assess the progress children have made across the year, and to develop their own CPD.

Assessments will be 'high challenge and low threat' and could be undertaken using the following methods (this is not an exhaustive list):

- Quizzes
- Observation of pupils
- Talking with pupils
- Self-assessment
- Peer assessment
- Discussion and debates

"Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility."

Hilary Clinton