



Music Policy

Introduction

This policy outlines the teaching, organisation and management of Music taught and learnt at Queensway Primary School, Banbury.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing body. The implementation of this policy is the responsibility of all teaching staff.

Our Aims

At Queensway School we aim to:

- Contribute to the creative, spiritual, emotional and cultural development of all children.
- Value imagination, inspiration and contemplation.
- Encourage children to listen attentively and appreciatively to develop their awareness of Music from wide variety of styles, time periods and cultures.
- Enable children to develop their musical skills to enable them to confidently express their ideas, thoughts and feelings through music making.
- Develop sense of enjoyment in their music making.

Through Music we can:

- Improve children's listening and concentration skills.
- Develop children's thinking and discussion skills.
- Develop children's awareness and understanding of different cultures and styles of music.
- Develop children's confidence and self-esteem.
- Develop children's ability to work co-operatively with others
- Develop children's self-expression through and about music.

Teaching and learning

- Music is a foundation subject in the National Curriculum. In Foundation Stage, Music is part of the expressive arts and design area of learning. At Queensway Primary School, the teaching of Music will be in line with the teaching and learning policy and the progression of skills document, with children often learning Music through a cross curricular approach.
- In line with the guidelines of the National Curriculum, the majority of Music teaching is taught through singing. Singing forms a major part of children's learning in class and all children in Year 2 and Year 6 have the opportunity to take part in school production, as well as all children take part in a weekly singing assembly.
- KS1 children are given lots of opportunities to learn simple songs and start to explore the inter-related dimensions of music: pitch, rhythm, duration, tempo, timbre and dynamics. They are given opportunities to use instruments to add accompaniments to songs, play games and to explore different sounds primarily through the Oxfordshire Online Music Scheme known as Charanga. They have opportunities to develop their experience of listening to different types of music and

develop their ability to discuss and appraise music. This includes each child receiving a log in, where they can access an account at home and teachers can add lessons to support learning through extending lessons/ broadening listening experiences/ making topic links.

- In KS2, children build upon the skills learnt in KS 1, developing their singing ability through learning more complex songs and learning how to sing in parts. Children use their understanding of musical instruments to help them select suitable instruments when composing their own music or when adding accompaniments to songs. Children continue to have opportunities to listen to a wide variety of different music and develop their ability to discuss the musical features of pieces heard, including instrumentation, the inter-related dimensions of music, mood and atmosphere and genre/ style
- Every year group participates in a whole class composition unit, giving them the opportunity to explore topic work through composition, performance and appraising each other's work.
- In all lessons, children will work in a variety of ways including independently, in pairs and in groups, as well as a whole class. Teachers will differentiate work in a variety of different ways to meet the need of individuals, including group leadership roles/ solos for the more able
- From Year 1 to Year 6, children are given the opportunity to learn a musical instrument either through joining the recorder or African drumming clubs or learning an instrument through the Music For School service.
- Children in KS2 are given opportunities to take part in musical performances such as the annual Children Singing For Children concert, carol singing and other events.
- Children throughout the school are given the opportunity to hear live music through visiting musicians performing in assemblies and visits to see local music performances.

Resources

Musical instruments are stored centrally as well as each area of the school having extra resources shared between two classes. Teaching resources such as song books and CDs are stored centrally/ with the teacher leading singing assemblies. To support teacher's confidence in delivering the Music curriculum, the scheme Oxfordshire Online Music known as Charangais in place in all classrooms. This ensures that progression and variety is maintained throughout both key stages.

Computing/ Digital Literacy

Teachers ensure that children have the opportunity to use computers and apply their skills through their work in Music, e.g. adding sound effects in algorithms in computing. Children should be given opportunities to record and play back their compositional work, e.g. through the use of Audacity/ similar app.

Monitoring, Evaluation and Review

In collaboration with the Head Teacher, the subject co-ordinator is responsible for an annual development plan for Music and for monitoring and evaluating the quality of teaching and learning within the school. Children's work will be assessed, scrutinised and monitored in line with the Teaching and Learning Policy.

The Role Of The Music Co-ordinator

The Music Co-ordinator will support other teachers in delivering quality teaching and learning through giving advice and ensuring that teachers have the necessary training and support to feel confident in delivering an appropriate Music curriculum. The Music Co-ordinator will keep up to date with any changes to the Music curriculum and communicate these to other members of staff. The Music Co-ordinator will take responsibility for ensuring that resources meet the needs of the curriculum. The Music Co-ordinator will also take a leading role in providing extra- curricular opportunities for children such as clubs or opportunities for children to perform outside of school.

Review

This policy will be reviewed every three years by the appropriate governing body sub-committee. Any alterations will be ratified by the full Governing Body.

Ratified by governors on	í í í í í í í í í í í	Review date	í í í í í í í í í ..
Chair of Governors	í í í í í í í í í í í í	Date	í í í í í í í í í í í í
Head Teacher	í í í í í í í í í í í	Date	í í í í í í í í í í í í

Curriculum Content For Music at Queensway School

In the National Curriculum it is suggested that 60% of the Music curriculum should be done through singing and 40% for other areas of Music.

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Children to have lots of opportunities to listen to, join in with and learn simple action songs, Nursery Rhymes and counting songs. Children to join in with singing and actions and where appropriate use body sounds and percussion instruments to play along with songs. Children should also be given the opportunity to explore a large range of instruments to discover the different sounds that can be made and through free play be given opportunities to create their own music. Children to be given opportunities to listen to different types of music and encouraged to talk about how it makes them feel.

Year 1

Children continue to listen to, join in with and learn simple songs and add actions, with some of the songs ideally linked to other areas of the curriculum. Children begin to understand rhythm through exploring different rhythm patterns and repeating them back using body sounds or percussion instruments. Children to follow simple pictorial notation for playing different rhythm patterns. Children begin to explore and identify musical features such as pitch, tempo and dynamics and show greater awareness of these features when singing or playing instruments. Children to be given opportunity to listen to wide range of different music including music from different time periods and cultures and develop their ability to talk about how music makes them feel and ability to discuss musical features such as pitch, dynamics and tempo and chance to respond to music through movement. Children to be given opportunities to select instruments or body sounds to add simple accompaniments to stories or poems through either appropriate stimulus based on other areas of the curriculum such as topic or Literacy or using materials from Three Tapping Teddies or Three Singing Pigs.

Year 2

Children to learn simple songs including simple rounds and develop their sense of pitch, dynamics, tempo and begin to understand phrasing by developing their ability to sing in tune and in melodic phrases understanding duration and sense of melody. Develop ability to keep a steady beat using body sounds or percussion instruments by exploring different time signatures and rhythm patterns. Children given opportunity to add simple accompaniments and musical effects for given stimulus such as poems, appropriate stories linked to other areas of the curriculum such as topic or Literacy or materials from Three Singing Pigs. Children to be given opportunities to create own simple melodies using pitched percussion instruments, ICT programs and develop ways of recording compositions so that they can play their work back. Children to develop understanding the need for notation through following and creating simple pictorial scores to play music. Children given opportunity to listen to wide range of different music from different time periods and cultures and begin to identify similarities between types of music.

Year 3/4

Children to learn range of simple and more complex songs ideally linked to other areas of the curriculum and develop their ability to sing in tune, with a sense of melodic phrasing showing

awareness of dynamics, tempo, duration. Children to become more aware of breathing when singing to help with phrasing and interpretation and develop awareness of how to alter singing voice to reflect mood and meaning of the song. Children develop awareness of different time signatures and can identify 2/4 (march) 3/4 (waltz) and 4/4 time signatures. Children to continue to develop sense of rhythm and keeping a steady beat through exploring and repeating different rhythm patterns and using body sounds or percussion instruments to play in time with others or when listening to music. Children to be given opportunities to create simple melodies and how sounds can be layered when composing in a group (suggest this is a good time to introduce pentatonic scale). Children to become aware of other people's performance when playing instruments as part of group composition work or when singing. Children to develop sense of musical notation so that compositions can be repeated by developing ability to create pictorial scores which show awareness of different musical features such as pitch, dynamics and tempo. Children continue to listen to a wide range of different styles of music including music from different time periods and cultures and be given opportunity to respond to music heard through movement, drawing or discussion of emotional response and features observed.

Year 5/6

Children to be introduced to more complex songs and develop their ability to sing in rounds, canons and learn how to sing in parts. Children to develop their singing voice taking into account timbre, dynamics, tempo and breathing so that they can sing with sense of phrasing and alter singing voice for different styles of singing to reflect mood and meaning of what they are singing. It is important to note that song selection needs to be within children's voice range. Children to continue having opportunities to develop sense of rhythm and keeping a steady beat. Children to be given opportunities to compose simple melodies using tuned percussion instruments and ideally learn to play a musical instrument where they can begin to understand musical notation (recorders). When composing in groups using instruments or ICT programs children to develop their understanding of how sounds can be layered and start to understand musical harmony by knowing which notes go together (chords). Children to continue to have opportunities to listen to wide range of music including music from different time periods and cultures and develop their ability to discuss music heard with regard to musical features and emotional responses and begin to identify particular styles of music and develop ability to discuss similarities and differences between different types of music. Children to develop understanding of different musical instruments and be able to identify them in pieces heard. (Peter and the Wolf is great for this). When composing children should develop their recording by creating musical scores using symbols, pictures which show greater awareness of dynamics, tempo and duration.