



## Music

### Music Intent

*Teaching music is not my main purpose. I want to make good citizens. If a child hears fine music from the day of his birth and learns to play it himself, he develops sensitivity, discipline and endurance. He gets a beautiful heart.*

Shinichi Suzuki (Music Educator and Philosopher)

This has always been, and remains, the main purpose for teaching music at Moss Side. It is every child's right to have the opportunity to learn about, and to appreciate, all forms of music in order to:

- develop confidence and a sense of achievement through performance
- develop their listening skills
- encourage creativity
- encourage individual musical talents
- develop an understanding and appreciation of their own musical traditions and those of other cultures
- develop a life-long love of music which, as a non-verbal form of communication, can be a source of strength, comfort and inspiration

We have an impressive tradition of performance with all children being involved in singing, dancing and playing instruments;

Our wish is for every child to leave Moss Side with a positive self-image and inner confidence engendered by their own public performances and in this way to become better people and better future citizens.

This policy reflects these values and philosophy in relation to the teaching and learning of music.

It sets out a framework within which teaching and non-teaching staff can operate and should be read in conjunction with the scheme of work for music.

A foundation subject within the National Curriculum, music is essentially a practical subject concerned with the development of aural perception and the skills associated with listening to, discriminating between and investigating a range of sounds. It is also concerned with the development of performance skills, musical literacy, the understanding of our diverse musical heritage and a variety of other traditions, together with the ability to make practical connections between this and the pupils' own work.

Our aims in teaching music are as follows:-

- to enable each child to grow musically at his/her own level and pace.
- to foster musical responsiveness (musicality) and an enjoyment of music through playing and singing and listening.
- to offer aesthetic experience and growth as essential parts of human development.
- to support children's instinctive drive for sensory experience and to encourage an alertness for all aspects of sound.
- to give pupils a means of both verbal and non-verbal expression.
- to allow each child to develop knowledge about what he/she knows, can do and feels.
- to assist each child to develop a positive self image.
- to develop an awareness of musical traditions and developments in a variety of cultures and societies.

These aims are consistent with our school philosophy.

This subject comprises end of key stage attainment targets, programmes of study and end of year expectations. Teachers will follow the music scheme, teaching the activities and skills appropriate to the year group, although each pupil will respond at his/her own level.

In order to achieve these aims the teaching of Music is organised in the following way

At both KS1 and KS2 the class teacher, with help from the music subject leader, is responsible for music in each class. At both key stages children will have 3 half-termly blocks of music lessons using the *Charanga* music scheme. It is expected that each class will cover 3 units each year, enabling staff to use the remaining 3 half terms for Christmas and Class assembly focussed musical activities. (see appendix) All Year 4 children learn a brass instrument with a teacher from the Lancashire Music Service and have an hour's lesson each week. Children in Years 5 and 6 have the opportunity to continue this learning with their lessons being subsidised (rather than paid for) by school.

Children are not grouped according to ability in class music lessons, as each child is encouraged to respond at his/her own level. During these class music lessons all children will be given the opportunity and encouraged to:

- a. perform - singing a wide variety of songs and playing a wide range of tuned and untuned percussion instruments
- b. listen - to a wide range of musical styles and to
- c. discuss - the music they have heard
- d. compose - to develop their own musical ideas recording these where appropriate

Both infant and junior departments have their own separate singing sessions so all children are taught a wide variety of songs, some of which will be performed in assemblies and concerts.

In addition, all junior children have the opportunity to further develop their musical skills – they can learn to play guitar or play in the school percussion band (Year 6) - these activities are organised as after school clubs. A brass band is held at lunch-times for those Year 5 and 6 children who have chosen to continue learning their instrument.

We place strong emphasis on giving children the opportunity to perform, but acknowledge that there is a vocabulary of musical literacy and knowledge which must be taught and developed systematically alongside practical skills.

The framework for the progressive development of skills is provided by the National Curriculum in conjunction with the *Charanga* scheme used throughout the school.

Subject planning and evaluation is normally at the individual class level and is overseen by the subject leader (see school planning policy for further details). Assessment is based on teacher observation.

We hope and expect that our parents will show a keen interest in their child's acquisition of musical skills and development and aim to promote this in the following ways

- a. by holding open evenings during which their child's progress and ability can be discussed.
- b. By inviting parents to assemblies and concerts which demonstrate the wide range of musical activities undertaken in school.
- c. by helping children with homework eg learning words of songs for concerts and encouraging children to practise their brass instrument/guitar.
- d. by encouraging parental support for extra-curricular activities e.g. band/guitar.
- e. by encouraging children in any out of school musical activity they do eg choirs, instrumental lessons.

### Inclusion

When teaching music, we aim to deliver an inclusive curriculum for all pupils by

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

### Subject Leader's role.

The duties and responsibilities of the music subject leader include the following:

- a. To read, understand and interpret the National Curriculum orders in music in order to help the staff also understand what is required.
- b. To review and keep up to date the music policy and scheme of work in music.
- c. To keep under review and make suggestions for the updating and regeneration of all the music equipment in the school.
- d. To research the range of music education schemes appropriate to the needs of pupils in the school and make suggestions for development.

- e. To help devise and support a scheme of assessment in music. This scheme must incorporate the end of key stage assessments and have appropriate record keeping practice.
- f. To liaise with the staff about the development of music teaching in school.
- g. To attend courses of a routine nature and also key developmental courses on behalf of the staff. To lead discussions with the staff on return to the school. To arrange school based in-service training for members of staff as appropriate.
- h. To look at the teaching plans in music of all the teaching staff and make constructive comments on them.
- i. To visit classrooms to review the teaching and monitor the time allocation, teaching strategy and teaching quality.
- j. To be aware of developments needed in the school to improve the attainments of the pupils in music.

This policy needs to be read alongside the following whole school policies:

- record keeping
- special educational needs
- reporting to parents
- cross curricular skills and themes
- planning
- assessment
- gifted and talented
- marking policy
- equal opportunities

Appendix

Charanga Music Scheme Overview showing *amendments*.

KS1 classes to complete selected Units (or 3 of these Y1/2)  
KS2 classes to complete 3 units of choice.

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
		<i>Christmas Performance</i>	<i>Class Assembly Preparations (x2) Years 3-5</i>			
<b>R</b>	Me! <b>R</b>	My Stories <b>R/Y1</b>	Everyone <b>R</b>	Our World <b>R</b>	Big Bear Funk <b>R/Y1</b>	Reflect, Rewind and Replay
<b>Y1</b>	Hey you! <b>R/Y1</b>	Rhythm in the Way we walk + The Banana Rap <b>Y1/2</b>	In the Groove <b>Y1/2</b>	Round and Round <b>Y1/2</b>	Your Imagination <b>Y1/2</b>	Reflect, Rewind and Replay <b>Y1/2</b>
<b>Y2</b>	Hands, Feet, Heart <b>Y1/2</b>	Ho Ho Ho	I wanna play in the Band <b>Y2</b>	Zootime	Friendship song <b>Y2</b>	Reflect, Rewind and Replay <b>Y2</b>
<b>Y3</b>	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind and Replay
<b>Y4</b>	Mama Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
<b>Y5</b>	Livin' on a Prayer	Classroom Jazz 1	Make you feel my Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
<b>Y6</b>	Happy	Classroom Jazz 2	A New Year Carol	You've got a Friend	Music and Me	<i>Leavers' Concert</i> Reflect, Rewind and Replay