



Music Intent

At Neville's Cross, we recognise the value of Music is building confidence and offering children opportunities to shine. We believe Music teaching should promote a love of music and a personal journey of discovery including music from periods of history, world music and music children create themselves. Children gain a firm understanding of the key ingredients of music through listening, singing, playing, evaluating, analysing and composing. They are taught the appropriate vocabulary to describe musical elements in what they hear and to have the confidence to combine them in different ways and explore the effect. We use Charanga Music School as a base for our Music curriculum. Charanga is a scheme of work which offers a wide range of musical styles and genre from contrasting times and places. A steady progression plan has been built into Charanga within each year and from one year to the next to ensure consistent musical development. Our curriculum is planned and delivered over a 2 year roll and the units are organised to ensure children have opportunities to revisit and review within lessons and across each unit.

This policy document outlines school views in relation to how Music is both taught and learnt. It provides a basic framework through which all staff can approach Music education.

Rationale

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can play an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms. The teaching of Music at Neville's Cross Primary School and Nursery involves the encouragement, promotion and development of children's confidence as well as subject specific skills.

Aims

At Neville's Cross Primary School and Nursery we believe Music is a vehicle for building confidence and self-esteem.

In EYFS, Music is offered through a mixture of taught sessions and free play. Musical elements are mainly covered under the umbrella of Expressive Art and Design.

In KS1 and KS2, Music lessons are planned and delivered using the Charanga Music school scheme and resources. This fully covers the curriculum requirements of the National Curriculum.

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

- Perform, play and sing
- Improvise and experiment with making sounds
- Compose
- Listen and develop knowledge and understanding.

In addition to this, children are also offered a varied diet of additional Music.

The school provides a number of opportunities for children to take part in extra-curricular music such as choir across KS1 and KS2, Brass Band in KS2 and instrumental tuition through the School's Music Service.



EYFS

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1

Pupils should be taught to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tunes and un-tuned instruments musically.
- experiment with, create, select and combine songs, using the inter-related dimensions of music.
- to listen with concentration and understanding to a range of high quality live and recorded music.

KS2

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.
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- improvise and compose music for a range of purposes using the dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.

Equal opportunities and SEND

All children are given equal opportunity to the Music curriculum. The lessons are differentiated through quality first teaching, questioning, the level of support offered, resources and interaction. Boys and girls have equal opportunities. All children needs are catered for including those with SEND.

Resources

The resources for the whole school are stored in the KS1 corridor and shelves of the Workroom. There is a list of resources in the coordinator file. It is the responsibility of each adult to keep the resources neat and tidy and to tell the co-ordinator if any resources need replacing. At the beginning of each year the coordinator will send around a wish list for teacher's to add to.



Subject Leadership

The Music coordinator will work to:

- Lead development of the subject within the school.
- Keep up to date with developments at local and national level.
- Audit, organise, order and review resources.
- Attend training to further own professional development and provide information and support for colleagues for in service training.
- Monitor classroom practice and plan to ensure quality of delivery and set future targets.
- Support colleagues in their planning and implementation of the scheme of work and in assessing the progress of their children against the age related expectations.