



Norden Community Primary School Music Policy

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

“Music is the heart of life” – Franz Liszt

Music is a universal language that embodies one of the highest forms of creativity. It has exceptional importance in our lives as individuals, as societies and cultures and as the human race. Here at Norden Community Primary School we aim to instil our children with a love of music that goes beyond the classroom and will last a lifetime. The start we give our children in music builds deep roots of confidence and enjoyment in participation to ensure that music will be a constant companion to soothe and excite as they navigate their journeys through the world.

Our music curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians. Through exploring a wide range of music spanning genres and history, our children will learn to listen to and appreciate music, to develop a critical ear and to explore their own musical tastes. Many varied hands-on opportunities to experiment with a range of instruments and their own voices develop our children’s ability to create, compose and perform music for themselves and for others to enjoy.

Intent:

Here at Norden, through our high quality teaching, we will develop musicians who can:

Listen to and appraise music:

- Being able to identify instruments played, the types of ensembles playing the music and recognise music from different genres and time periods. Also identifying different features of the music using specific musical technical vocabulary taught to describe musical aspects such as the tempo and volume.
- Being able to share their own personal responses to and preferences of music played and give reasons for their choices, using the appropriate musical vocabulary.
- Being able to understand the history of specific music pieces studied and how they fit into the overall history of music.

Make music:

- Being able to sing either solo, as part of an ensemble or as part of whole class and whole school singing with increasing fluency, accuracy, control and expression.
- Being able to make music using school instruments such as tuned and untuned percussion, keyboards and recorders with increasing fluency, accuracy, control and expression.
- Having a good level of beginner proficiency on a musical instrument (currently ukulele) from participating in a full term of weekly whole-class lessons taught in Year Three by the Rochdale Music Service.
- Having the opportunity to learn a musical instrument of their choice through either individual lessons or rock band lessons with the Rochdale music service and the school choir or school ukulele group.

Compose music:

- Being able to understand and explore how music is created through the use of pitch, duration, dynamics, tempo, timbre and texture and to be able to use the appropriate musical vocabulary in their notation.
- Being able to use and understand written musical structure such as the staff, music notes and their values and other musical notations and being able to use the correct technical vocabulary to name these features.

Perform music:

- Being able to play an instrument or sing solo or as part of an ensemble with increasing fluency, accuracy, control and expression.
- Having a good understanding of the etiquette of performing and being an audience member.
- Having the opportunity to perform regularly to the school and the wider school community, gaining the experience of auditioning for, learning parts for, rehearsing and performing in a range of concerts and plays.

Progression is mapped from Early Years to Year Six following the National Curriculum, the Model Music Curriculum and the National Plan for Music Education and the substantive and disciplinary knowledge is built upon year on year to make a progressive and engaging programme of study.

Implementation:

The National Curriculum

At Norden we follow the National Curriculum programmes of study and ensure that;

Key stage 1 Pupils are taught to:

- 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
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Key stage 2 Pupils are 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 notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

We also reference the Model Music Curriculum and National Plan for Music Education to ensure that we are delivering the most up-to-date guidance for music teaching.

Our Scheme of work

We are in the process of transitioning from using the Charanga scheme of work across the whole of school to using a curriculum designed for our school by our music lead which follows the National Curriculum, the Model Music Curriculum and National Plan for Music Education. This new curriculum delivers music in five main areas which are; listening and appraisal, making music, composition, notation and performance. We use the 'link it, learn it, check it, show it, know it' principles through these five areas to ensure that the substantive and disciplinary knowledge is embedded. This progressive curriculum builds on the children's disciplinary knowledge year on year and spans music which is key to Norden, Rochdale and Manchester and pivotal composers and works from across the ages and the world. The teaching and learning of Music takes into account of the needs of all children, including those with SEND and has high expectations for all.

- In EYFS, the children will explore music as part of their expressive arts and design learning and through carefully chosen musical instruments being available in the classroom.

- The journey continues from Year One to Year Six with three units of work per year; each unit to be delivered across a full term for a minimum of one hour a week.
- Each year band will study units of work that link in with units of work in other subject areas where complimentary, and stand-alone music units to ensure that the disciplinary knowledge for music is covered fully. This partial cross-curricular approach highlights how music permeates all aspects of our lives.
- In the listening and appraisal aspect of our curriculum, children will learn to listen with a critical ear and be able to identify instruments, genres and atmospheres created by the music and develop their own personal tastes. In EYFS and Key Stage One, the emphasis of the teaching will be to inform and explain, and as the children progress through Key Stage Two, the emphasis will move to recalling and engaging prior knowledge and developing child-led responses to the listening and appraisal of music.
- In the making music aspect of our curriculum, children will learn to use their voices, bodies and instruments to make musical sounds and to recreate the atmosphere or rhythmic and melodic features of the music studied in that unit with increasing accuracy, musicality and instrumental challenge as they progress through the school.
- In the composition aspect of the curriculum, children will create their own music as a response to the music and genre studied. This could be to compose an additional section of the piece of music studied or to compose a stand-alone piece inspired by the music.
- In the notation aspect of the curriculum, children will begin in EYFS and Key Stage One by using given simplistic symbols and creating their own simplistic symbols to notate their compositions. The children will progress to using formal music notation through Key Stage Two and each year from Year Three to Year Six will learn notation cumulatively until all notation requirements outlined in the National Curriculum are secured.
- In the performance aspect of the curriculum, children will perform songs, their own recreations of the pieces studied and their own compositions to their own class, parallel classes, units and even the school and parents. As a part of performance, the children will evaluate their own and their peer's performances to inform and improve their future performances.
- The music budget is spent on high quality resources to support the teaching of music at Norden with the purchase of instruments, workshops with outside professionals and the development of the music room being priorities. Our designated music room is in continual development to ensure that the resources and space for the teaching of music remains to be fit for purpose and of a high quality.
- Our music room and all resources within are wheelchair accessible and resources are set aside for the use of SEND children in enrichment time outside of their music lessons. Our peripatetic teaching is open to all children and is particularly signposted to parents of more able children who show a particular flair for music.
- Music is assessed at the end of each unit of work using the non-core assessment sheet where teachers will assess the engagement and understanding of the children throughout the term and using the attainment of a short, ten to fifteen question quiz relating to the substantive knowledge taught in that unit of work.

Impact:

The musical education of our children is being designed to instil a lifelong love of music and to give wings to the potential musicians of the future. Our children will hear a range of music from across the world and through history, and be able to appraise, express opinions about and choose their own preferences of different kinds of music. Experiences of audio and video recordings of music and live music will be a regular feature of school life at Norden Primary. Our children will explore a range of instruments including their own voices and will have opportunities perform for their peers, families and to develop their skills further by performing in the local community and for local festivals and competitions. Our children will have a solid understanding of the way music is created and how it has developed through history into the music that we hear today. They will also develop an understanding of the emotional connection that is within all music, is there at its composition and its connection with human responses to it. With all of this knowledge and these experiences, Norden children will not only be well prepared for the Key Stage Three music curriculum that is to follow their Primary School education but they will also develop a deep love, understanding and enjoyment of music to carry with them through life.

Written by Samantha Stephenson

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Approved by Governors

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