

Roseberry Primary and Nursery School

Music Policy



Headteacher: Mrs E. Dunn
Chair of Governors: Mr J. Anderson

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Reviewed by: Mrs Law

Music statement:

Intent

The National Curriculum for music aims to ensure that all pupils

- perform, listen to, review and evaluate music;
- be taught to sing, create and compose music; and
- understand and explore how music is created, produced and communicated.

At Roseberry Primary and Nursery School, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and music genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may have in a person's life. Children will be encouraged to explore musical genres that they may not have heard before, and to give their personal opinions whilst respecting the opinions of others.

Implementation

The music curriculum, the general structure of which is taken from the Durham Music Service's Primary Music Curriculum and Progress Map document, ensures students develop an understanding of pulse, rhythm, melody and notation, active listening, composing and improvising, performing and singing. Each block of learning is arranged by phase, to ensure coverage and adequate access to resources. The long-term plan also takes into account different aspects of school life – for example, all classes take part in some form of Christmas performance, so performing is the focus skill for the second autumn half term. This is embedded into our weekly timetable within the classroom, as well as assemblies, performances, instrumental lessons and a musical focus for every half term. The elements of music are taught in the classroom lessons so that children are able to use appropriate language and vocabulary to dissect a piece and understand how it is made, played, appreciated and analysed. Children are able to play a range of tuned and untuned percussion instruments, and develop their skills in reading and writing basic musical notation. They learn how to improvise and compose short pieces, which they can then perform in front of their class, or on some occasions the whole school. Expert tuition is provided for selected year groups throughout the year by an external provider. Previously, these sessions have been either ukulele tuition or world drumming. One to one or small group lessons are similarly provided by external providers.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The nature of music is such that it can be used to promote mindfulness and wellbeing abilities such as achievement, self-confidence, self-expression, interaction with, and awareness of, others, and self-reflection. Music will also help pupils to develop an understanding of culture and history, both in relation to individuals as well as globally. Children will be able to enjoy music in a variety of ways – as a listener, a creator or performer.

Assessment

Because children display ability in music in many ways, the assessment follows a variety of different methods, and is generally formative. The teacher will assess progress and achievement through any creation or rehearsal process, giving verbal feedback and instant suggestions for improvement. Pupils will also be monitored individually when performing, and students will be encouraged to self and peer assess, often verbally. Evidence of class progress and achievement as a whole may be recorded on the class iPad as photos and videos and made available to the subject leader on request and during regular subject leader monitoring staff meetings.

Planning, resources and organisation of lessons

Music lessons are weekly and are at least half an hour in length. The long-term plan is based around the Durham Music Service Curriculum and Progress Map document, which provides examples of activities for each year group. New and appropriate vocabulary has also been mapped across this long-term plan, so that all staff are aware of the subject-specific terminology they should be using, including vocabulary from previous years. The school also has access to 'Charanga' which provides teachers with a sequence of lessons, including a variety of songs and pieces to listen to and perform. Teachers are not required to strictly follow the Charanga scheme, but should use it where appropriate to follow the long-term plan. There is a half-termly music focus which is designed by the subject leader in conjunction with SLT to allow children to access specific genres of music, or specific composers across the year. This changes each year, but an example might be:

- Autumn 1 – Baroque – Antonio Vivaldi (focus on The Four Seasons)
- Autumn 2 – Pop / soul / blues rock – Tracey Chapman
- Spring 1 – Romantic – Pyotr Ilyich Tchaikovsky (focus on ballet pieces e.g. Dance of the Sugar Plum Fairy and Swan Lake)
- Spring 2 – Jazz – Ella Fitzgerald
- Summer 1 – Rock and roll – Elvis Presley
- Summer 2 – Musical theatre – Tim Rice

This focus inspires music choices in each classroom for transition periods such as getting changed for PE, handwriting practise and music for entering assembly.

EYFS

Music for EYFS children has a primary focus on singing and movement, developing the pupil's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Songs are linked to class topics when appropriate. There is an annual Christmas performance that the children rehearse and perform in. It involves singing, actions and speaking.

KS1 and KS2

In KS1 the EYFS curriculum is extended and built upon, with further singing and movement. Simple rhythmic notation is introduced, as well as playing musical instruments as part of an ensemble.

In KS2, each skill is developed further and adds more layers to add complexity. There are both performances to classmates and parents. They use body percussion, work solo or as part of a group, engage in active listening, play tuned and untuned percussion instruments and compose in small groups. They respond to, analyse and reflect on their own and others' music, including their own compositions.