



Emmanuel Holcombe C of E Primary

Music policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Policy written: April 2020

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Music Statement of 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
- Understand and explore how music is created, produced and communicated.

At Emmanuel Holcombe 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 musical genres. Our objective at Emmanuel Holcombe 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 wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate.

This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose-either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at Emmanuel Holcombe. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Children will have the opportunity of either a performance to the class or the playing of a piece with the class as a whole.

Assessment

Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Pupils are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Children are encouraged to make judgements about how they may improve their work.

Planning and Resources

Planning and resources for classroom music are the responsibility of the class teacher. For weekly singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the lead teacher.

Resources are the responsibility of the music teacher. Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources are provided by the school but organised by the teacher.

Organisation (eg blocks or weekly lesson)

Music lessons are arranged to enable to most effective provision for the children. The lessons may be taught together as a block or as part of a topic. There is also a weekly singing assembly. Students that wish can apply to learn individual lessons. These lessons are weekly, and are either to an individual or in small groups of up to 4 children. Emmanuel Holcombe has a choir for Key stage two, a recorder group and an orchestra that children may be a part of. There are several concerts and events that Emmanuel Holcombe children take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is.

EYFS

Children in Reception begin to develop their Music skills, knowledge and understanding through the area “Expressive arts and design” which involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

The skills we focus on in Reception are outlined in the following Early Learning Goals:

ELG 16 Exploring and using media and materials - Children sing songs, make music and dance, and experiment with ways of changing them.

ELG 17 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

There is an annual Christmas show that the children rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

KS1 and KS2

In KS 1 this is extended upon, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. In year 2, students play a soundtrack to a story that is rehearsed and then performed. This musical landscape involves singing, movement, body percussion and playing instruments. In KS 2 students learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions.

Equal Opportunities

The music curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

Inclusion

Central to the ethos of the teaching of music at Emmanuel Holcombe is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

Role of the Subject Leader

The role of the music co-ordinator is:

- Liaise with peripatetic teachers and Music Service, and inform parents of details.
- Liaise with peripatetic staff about any concerns or issues, and then with SMT as required.
- Order and maintain musical equipment.
- Ensure a living and healthy musical environment exists at the school.
- Update the music policy yearly and inform staff of any changes.
- Complete evidence scrutiny to ensure all objectives are being covered.
- To support staff if needed

Parents

Parents are encouraged to be a part of their child's musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework, and other times children will be given materials and encouraged to work towards a confident performance. Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at Emmanuel Holcombe.