



## Music Policy

Summer 2022

Review: Summer 2023

### Intent

To develop children's aural awareness, exposing them to a variety of different genres, providing opportunities for learning instruments and encouraging confidence through the use of performance.

### Introduction

Music is a foundation subject in the 2014 Curriculum. This policy outlines the purpose, nature and management of the music taught at Holtsmere End Junior School.

### Implementation

#### The Nature of music

At Holtsmere End Junior School we recognise that music is a practical, creative subject, which can be of benefit to all children in developing imagination, the ability to listen attentively and critique, and the ability to express personal thoughts and feelings.

We aim for all children to have access to and enjoy the music curriculum and extracurricular opportunities.

### Entitlement

All children will be taught the skills and knowledge of music as outlined in the programmes of study in the National Curriculum for music.

At Holtsmere End Junior School all children have the opportunity to learn to play a musical instrument should they wish. Year 3 children all learn to play the Ukelele through The Wider Opportunities organisation. Year 4 are taught music by a specialised music teacher. Year 5 and 6 are given a detailed music program under Charanga where they learn about and perform songs from a variety of genres as well as play a variety of instruments. The decision to use an outside provider in Years 3 and 4, and to use the program for Years 5 and 6, is to raise expectations, standards and progress of the music across the school.

Performance opportunities include the Christmas play for Year 3 and 4, Christmas Carol Concert, assemblies and the Year 6 end of year performance.

Music lessons, for which a fee is required, are available during the school day, through Rock and Pop Foundation for guitar. St Alban's Music school provide keyboard lessons.

## Teaching and Learning

The basic area of musical activity - performing (including singing and using instruments), composing (organising sound and silence), listening and appraising will be given equal weighting in each half term and will, whenever possible, be related. In particular, some aspects of 'listening and appraising' will form an important part of every music lesson.

To accomplish our aims, we will do the following:

Children will be given opportunities to listen to and discuss examples of music from:-

- the European 'classical tradition'
- the countries and regions of the British Isles- a variety of cultures, western and non-western.

The musical elements of pitch, duration, timbre, dynamics and structure will be progressively introduced, discussed and understood. Children will devise and recognise appropriate signs to aid composition and arrangements.

Musical activities are planned in such a way so as to encourage full and active participation and enjoyment by all children irrespective of ability.

Children will be given the opportunity to use the computer and ipads during music lessons, in particular as a support for developing composition skills.

Equal value and consideration is given to music from all cultures.

All children are taught the safe and appropriate use of equipment which use mains supply electricity.

Most musical instruments are kept in a central resource area and are readily accessible to the children.

## Organisation:

Music is taught as a separate subject. There is one lesson each week for each child.

Children will be taught in their normal class groups.

## Impact

### Assessment

Teacher assessments related to each end of year statement will be completed at the end of each term by the relevant teacher.

### Monitoring and review

The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.

## Skills Ladder:

	Year 3	Year 4	Year 5	Year 6
Play and perform including singing and playing instruments	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Start to show control in voice.</p> <p>Begin to understand the importance of pronunciation.</p>	<p>Sing in tune with awareness of others.</p> <p>Perform simple rhythmic and melodic parts with awareness of others. Sing songs from memory with accurate pitch.</p> <p>Maintains a simple part within a group.</p> <p>Perform with control and awareness.</p> <p>Understand the importance of pronunciation.</p>	<p>Create songs with an understanding of lyrics and melody.</p> <p>Maintain a part of a song whilst singing in a round.</p> <p>Breathe well and pronounce words, change pitch and shows control.</p> <p>Play an accompaniment on an instrument.</p> <p>Performs songs in a way that reflects their meaning and occasion.</p>	<p>Perform significant parts from memory.</p> <p>Refine and improve my own work.</p> <p>Sing and play from memory with confidence.</p> <p>Perform alone and in a group displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>
Improvise and compose music including use of musical terminology and notes.	<p>Create musical patterns with long and short sequences and rhythmic phrases.</p> <p>Order my sounds to help create an effect.</p>	<p>Compose music that combines several layers of sound.</p> <p>Use sound to create abstract effect.</p> <p>Recognise and create repeated patterns.</p> <p>Know the symbol for a rest in music and use silence for effect.</p>	<p>Improvise within a group.</p> <p>Improve melodic and rhythmic phrases as part of a group performance.</p> <p>Compose by developing ideas within musical structures.</p> <p>Read the musical staff and can work out the notes EGBDF and FACE.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Create own musical pattern.</p> <p>Use a variety of different musical devices.</p> <p>Show thoughtfulness in selecting sounds and structures to convey and idea.</p> <p>Use a range of words to help describe music (pitch, dynamics, tempo, silence).</p>

Listen, review and evaluate.	To notice and explore the way sounds can be combined and used expressively.	To notice, analyse and explore the way sounds can be combined and used expressively.	Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions,	Notice, comment and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.
Experience a range of historical periods, genres, styles, traditions and composers.	Begin to recognise and identify different instruments being played. Comment on likes and dislikes. Understand that the sense of occasion affects the performance.	Compare music and express growing tastes in music. Explain how musical elements can be used together to compose. Understand that the sense of occasions affects the performance. Combine sounds expressively.	Recognise and identify instruments and numbers of instruments and voices being played. Explain and evaluate how musical elements, features and styles can be used together to compose music. Understand the different cultural meanings and purposes of music including contemporary culture.	Analyse and compare musical features using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Notice and explore how music reflects time, place and culture. Understand to express opinions on the different cultural meanings and purpose of music, including contemporary culture.

## Background Documentation

This policy was informed by reference to the statutory orders for music, nonstatutory guidance of National Curriculum document for music and guidance From Hertfordshire County Council