

# Music Policy



## Gwladys Street Community Primary and Nursery School

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Music Policy

**Links To Whole School Aims**

**We want our school to be one:-**

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

**1. Intent.**

In Music at Gwladys Street, we would like all children to engage, enjoy and progress within a broad and balanced curriculum, which challenges them. We aim for children to 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.

We are committed to developing a curiosity for the subject, as well as developing opportunities and understanding the importance that it can be used to express feelings.

We aim to provide opportunities to progress to the next level in their creative journey and promote a love of learning.

**2. Implementation.**

Through focussed teaching we ensure that our musicians show the following characteristics:

- A use of age related but ambitious vocabulary and key language used throughout each strand of music and which builds on prior learning.
- Use the musical programme Charanga to support with singing, listening, playing, performing and evaluating. Lessons are planned and taught in sequences to provide children with opportunities to review, remember, deepen and apply their understanding.
- School provides an opportunity for a year group to learn a musical instrument from a specialist teacher.
- Children are able to compose and perform using body percussion, vocal sounds and percussion instruments.
- Children have the opportunity to attend a specialist music after school club.

All children are able to perform in front of an audience.

## **Impact**

Music enables children to develop an understanding of culture and history, both in relation to children 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. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Gwladys Street C P and N School, children are provided with opportunities beyond to fulfil the National Curriculum requirements and evidence captured through video. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## **3. Music Curriculum Planning.**

3.1 As a school, we use the Charanga Musical Scheme, which supports the National Curriculum. The scheme follows a step-by-step approach to teaching music and provides teachers with week by week lessons across 6 units. Each unit has medium term planning and weekly lesson plans which ensure the coverage from the National Curriculum. The plans are extensive and weekly plans are adapted to suit the needs of the children and the context of the school.

3.2 Long term and medium term planning is also provided by the music tutor, which the school accesses with the whole class ensemble. The subject leader is then able to monitor these sessions and feedback to class teachers.

3.3 The Charanga Musical Scheme incorporates the interrelated dimensions of music across year groups and key stages consistently so that children are constantly building on prior learning and knowledge. Children of all abilities have the opportunity to develop their skills and knowledge within each unit and, through the planned progression built into the scheme of work through the interrelated dimensions of music, challenge increases as the children progress through the school.

## **4. Early Years Foundation Stage.**

4.1 Music curriculum within the early years is an integral part of musical learning and development and can be seen through four main aspects, which are hearing and listening, vocalising and singing, moving and dancing and exploring and playing. Pupils in the Foundation Stage also have access to child and adult led music activities where they are given the opportunity to explore sound and develop their listening skills through continuous provision. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music in the early years should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond. Pupils in foundation stage also access the Charanga Musical Scheme where they participate in a structured music lesson once a week. Music within foundation stage is also cross- curricular and can be seen through Maths and Literacy and in particular phase 1 phonics.

## **5. Music and inclusion.**

5.1 At our school, we teach music through the Charanga Musical Scheme to all children whatever their ability and individual needs. Music is part of our whole school curriculum to provide a broad and balanced education to all children. Through the teaching of music, we are able to provide many learning opportunities, which enable all pupils to make good progress. We strive hard to meet the needs of those

pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, the teaching materials, teaching styles and levels of support - so that action can be taken to enable the child to learn more effectively. Assessment using the National Curriculum and Charanga Musical Scheme allows us to consider each child's attainment and progress against expected levels. We can then ensure that teaching is matched to the child's needs.

5.3 Intervention will lead to the creation of a One Page Profile for children with special educational needs. The one page profile may include, as appropriate, specific targets relating to musical activities.

5.4 We enable all pupils to have full access to the full range of activities, which Charanga or Resonate provide through the provision we provide as a school. Where children are to participate in activities or visits outside the classroom, we carry out a risk assessment prior to the visit, to ensure that the visit is safe and appropriate for all pupils.

## **6. Assessment.**

6.1 Teachers will assess children through the musical strands of listen and appraise, musical activities, perform, and share. These assessments are completed termly alongside other foundation subjects using a colour coding system which teachers highlight using their own teacher judgement and observations from music lessons- working below age related expectations (Red), working towards age related expectations (yellow) and working at the age related expectation (green).

6.2 Also as part of assessment in music, teachers are expected to film performances at the beginning and end of each unit of work in order to support with their teacher judgements and assessments. These videos are also used as evidence and as a way of monitoring by the subject leader.

## **7. Resources.**

7.1 Children have access to a wide variety of instruments and music resources in school and there is a wide range of percussion instruments available for each class. There is also enough glockenspiels to be used as a class set when taking part in musical activities. EYFS also has continued access to large affixed instruments in outdoor provision. All teachers have their own login for the Charanga music scheme. The musical instruments and other musical resources are all stored centrally in a music cupboard based in the resource room in key stage two. The subject leader regularly checks the resources.

## **8. Monitoring.**

8.1 The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Music and providing online support with the use of Charanga. The subject leader reviews and evaluates the action plan, assessment and effectiveness of teaching and use of Charanga regularly.

**Mrs J. Quantick**  
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