

Styal Primary School

Music Policy



Intent

At Styal Primary School, our high-quality music education enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a music education that engages and inspires pupils to develop a love of music and nurture their talent as musicians. Our pupils sing and use their voices, create and compose music on their own and with others and also have the opportunity to learn a musical instrument.

At Styal, we believe that Music is for all. It is a universal language and we want children to feel the joy of Music and have fun. All children at Styal, regardless of age or ability has access to the music curriculum Music unites people and communities and enriches lives so it is an important part of our curriculum offer.

Implementation

Our pupils sing and use their voices to create and compose music on their own and with others and also have the opportunity to learn a musical instrument.

In EYFS, children enjoy singing songs and speaking chants and rhymes. In KS1 they have the opportunity to play both tuned (the recorder) and other percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music. We also have a Bamboo Tamboo after school club, led by Manchester University, which is open to Year 1 and Year 2.

Children in KS2 build on the skills acquired in KS1 so that, by the end of Year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and are encouraged to explore their own musical preferences and discuss these with confidence. In KS2, children have the opportunity to play both tuned (glockenspiels) and other percussion instruments which they use to create, select and combine sounds. We also have a school choir, led by Manchester University, which is open to all children in KS2.

The choir learns a range of songs in a wide range of musical styles as well as developing their skills of teamwork, collaboration and self-confidence. The children get many opportunities to perform. In addition, all children take part in weekly singing assemblies which contribute to our Harvest, Christmas and Easter celebrations. Our Christmas performances provide an opportunity for the children to share their work in music with parents, governors and other friends of the school.

All children from Year 3-6 are given the opportunity to join the school choir and there is also a further opportunity to learn an instrument with our peripatetic music teacher.

Above all, we want our children to be inspired and exposed to music from different genres. Therefore, over the course of the year, the children are visited by various mysterious musicians e.g. musical groups or soloists. In assemblies, children are exposed to a different style of music each week (from our Listening List) and this is then added to the music timeline in the main corridor.

Curriculum Teaching

At KS1 The National Curriculum for Music states children-

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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

At KS2, The National Curriculum for Music states children-

- 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

At Styal, we use the Charanga Scheme as the basis for our curriculum planning. This has an integrated, practical, exploratory approach to musical learning. The learning within this scheme is based on:

- Listening and appraising
- Musical activities (including creating and exploring)
- Singing and performing

The progression planned into the scheme of work means that children are increasingly challenged as they move through the school. All musical learning in the scheme is based around: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional Music Teaching

In order to enrich the musical experiences at Styal Primary School, we currently welcome external providers. Our music teacher from Manchester University offers 1:1 tuition with a range of instruments including piano and guitar. Parents can hire instruments and pay the additional music lessons directly.

The school has developed a close working relationship with Manchester University who provide after school clubs for Key Stage 2 choir and Key Stage 1 Bamboo Tamboo percussion.

Impact

As a result, we expect all children to achieve and for some, exceed age related expectations in music and build on the knowledge that is key to our music curriculum.

They will foster a love of music whichever instrument they play (instrument or voice) and be given opportunities to develop their own self confidence and well-being.

The children will have awareness of the extra- curricular opportunities that they can access across the school in addition to the music curriculum.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject.

The subject leader evaluates strengths and weaknesses in music. They also review the success of the Charanga music scheme and reviews evidence of children's work.

The subject leader also arranges external music providers to work with different year groups.

Louise Boardman Music Subject Leader

Updated October 2021

Next Review: October 2022