



Charles Saer Community Primary School

Music Policy

Intent

To support our whole school curriculum intent in music we aim to provide first hand experiences of live music across all Key Stages, including Early Years. Children will be given opportunities to attend trips outside of school in which they will experience or take part in live performances. In addition, school will organise and facilitate a range of visitors to school for children to see and hear live music being performed.

We plan to develop self confidence and independence in the subject as a whole, promoting opportunities for creativity in both classroom and whole-school performances. Children's individual talents and attributes in this subject will be nurtured and promoted in a range of contexts including individual, specific musical teaching (such as violin and recorder) and whole-class lessons.

The school will aim to instil a sense of pride and self belief in children as both individuals and as part of the wider school community by promoting positive experiences in relation to music. At Charles Saer we endeavour to make music an enjoyable learning experience. We will give children opportunities to develop individually whilst working within a group context in order to maximise their performance potential. Children will be given opportunity to perform their music as part of any teaching in the subject throughout the whole school. This includes in-class performances to share knowledge and develop confidence with their peers. Children will be encouraged to attend any music clubs in which they have expressed an interest. Staff will work with them to instil a sense of commitment and resilience through regular practise sessions with the expectation that children will further develop their skills outside of the school setting if at all possible. Relevant, age appropriate musical vocabulary will be introduced and taught within music lessons throughout the school, as well as through a structured list of music which will be played as part of curriculum topic work. We aim to provide children with a broad and eclectic mix of musical genres throughout their time in school. We hope to maximise children's knowledge, understanding and appreciation of a variety of different cultures and lifestyles through exposure to different compositions, styles and genres within the music subject as a whole. Staff will promote an overall ethos of tolerance and acceptance within the broad spectrums of musical taste and children will be encouraged to notice and appreciate both positive and negative elements within the different styles of music which they are exposed to.

Implementation

At Charles Saer Community Primary School music will be taught as part of the curriculum covered in each Key Stage as well as Early Years. The school will provide music lessons delivered both in class and via an external music teacher delivering a program of musical study as outlined by the Lancashire Music Service. Lessons taught in class will be delivered using an online subject platform called Charanga which gives a wide variety of subject knowledge delivered in a fun and engaging way, providing performance development opportunities, composition skills and subject specific musical vocabulary. Staff training will be delivered by the school music coordinator on the use and effective delivery of music via Charanga and lessons can be delivered and observed in order to promote staff confidence and individual subject knowledge. Music will be taught by the Class teacher at least one term out of the year in order to ensure that they have an understanding of the subject and can provide more accurate assessment against curriculum standards. Staff will be provided with a list of music specific to their year groups which they can play and listen to as part of their regular topic work. Each piece of music has been specifically chosen to link closely with the topic being taught and staff will be encouraged to provide feedback on how the children respond to it. The school will maintain its current delivery of high standard extra curricular music activities to include after school clubs taught by both existing staff members and external music teachers who are brought in to teach specific instrumental skills. Charles Saer will provide the children with opportunities to perform at the end of each term via an in-school concert, or an external trip to perform for an audience within the wider community. Classes will aim to provide at least one trip every year which incorporates live musical performance in order to develop first hand experience. Visits to the school by musicians will be organised by the school music co-ordinator and links to local music groups in the wider community established.

Curriculum map

At Charles Saer Community Primary School we have mixed age group classes, so we have developed a two year circle to ensure full coverage across all Key Stages:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer2
Nursery	Music is taught through continuous provision within our child led approach to the curriculum, christmas performance and topic led activities such as Nursery Rhyme week. The children learn a weekly nursery rhyme and perform and revisit these on a regular basis throughout the year.					
Reception Class	Working with Lancashire Music Service Mr Smith - (African Drumming and Singing & Action Songs) In addition to this, music is taught through continuous provision within our child led approach to the curriculum, christmas performance, class assembly and topic led activities such as Nursery Rhyme week.					
KS1 Cycle A	Working with Lancashire Music Service Mr Smith - (African Drumming and Singing & Action Songs) 2 Terms are taught in each class with the addition of the school Christmas play as part of our music and performance delivery in KS1					
KS1 Cycle B						
Lower KS2 Cycle A	Charanga Mama Mia	Glockenspiel (Stage 2)	Charanga Stop	Charanga Lean On Me	Charanga Blackbird	Charanga Reflect, Rewind, Replay
Lower KS2 Cycle B	Charanga Let Your Spirit Fly	Glockenspiel (Stage 1)	Charanga Three Little Birds	Charanga The Dragon Song	Charanga Bringing Us Together	Charanga Reflect, Rewind, Replay
Upper KS2 Cycle A	BBC Ten Pieces	BBC Ten Pieces	Charanga Living on a prayer	Charanga Classroom Jazz 1	Charanga Reflect, Rewind and Replay	Summer Performance
Upper Cycle B	BBC Ten Pieces	BBC Ten Pieces	Charanga Happy	Charanga Classroom Jazz 2	Charanga Reflect, Rewind and Replay	Summer Performance

How learning is organised

Music is taught in each Key Stage throughout the school as follows:

Nursery - Opportunities for early musical learning as provided through continuous provision within the child led approach to the curriculum, opportunities for performance, exploring instruments and sounds and listening to music are all part of the subject delivery as whole. Nursery children take part in a yearly Christmas performance and topic led activities such as Nursery Rhyme week as part of the school year. In addition to this children learn a weekly nursery rhyme and perform and revisit these on a regular basis throughout the year.

Reception Class - Music is taught to all children every term by Mr Smith, an external teacher who delivers a program of study devised by the Lancashire Music Service. Children engage in the exploration of sound, performance and rhythm. Children are given the early tools to develop a stronger sense of confidence in their performance ability and working together as a group. Movement to music is taught encouraging a developing understanding of rhythm as well as listening skills.

Key Stage 1 - Music is taught to children in mixed classes of Year 1 and Year 2 pupils. As a result we follow a cycle of study to ensure that children are covering the necessary areas of focus throughout their time in this Key Stage. Each class has 2 terms of music delivered by Mr Smith, an external teacher who delivers a program of study devised by the Lancashire Music Service. The third term of the year is dedicated to encouraging skills in performance, singing and movement to music through the Key Stage 1 Christmas show. This is taught by the class teachers and allows the children to explore their ability to rehearse and perform with others and use their voice expressively.

Lower Key Stage 2 - Music is taught to children using the Charanga online learning scheme in mixed classes of Year 3 and Year 4 pupils. As a result we follow a cycle of study to ensure that children are covering each unit throughout their time in this Key Stage. Through the Charanga programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The scheme covers a board range of musical genres and is designed to capture children's personal interests and provide them with the chance to become listeners as well as musicians themselves.

Upper Key Stage 2 - Children are taught in mixed classes of Year 5 and Year 6 children. As in other Key Stages, learning is organised in a 2 year cycle to ensure full coverage throughout the pupil's time in these year groups. The first term sees children cover the BBC Ten Pieces scheme of work. This scheme is designed to develop children's appreciation and exposure to classical music. Children are provided with opportunities to explore and understand a range of classical pieces by different composers looking at instrumental arrangements and live performances. Throughout the Spring term children are taught using selected units taken from the Charanga online learning scheme. The children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion to create their own musical ideas. In addition to this children are provided with opportunities to work on their own skills in composition. The final term is dedicated to encouraging skills in performance, singing and movement to music through the Key Stage 2 end of year show. This is taught by the class teachers and allows the children to explore their ability to rehearse and perform with others, developing skills in group performance, listening to others, knowing their own part and evaluating their own work.

In addition to structured lessons in musical programs of study outlined above, the school provides opportunities for learning music skills within a variety of optional extra curricular activities and clubs, these include, but are not limited to:

Choir, performing arts, recorders, guitar, handbells, violin and young voices. These clubs all provide children with an opportunity to perform in front of an audience and allow the children to gain a sense of what it means to have pride in their achievement, work together as a group to achieve an end goal and celebrate the talents of others.

Progression of skills

The progression of skills for Charles Saer Community Primary School can be seen outlined in the Music Skills and Progression document attached to this policy.

Impact

At Charles Saer Community Primary School each pupil experience should provide a depth of learning in a positive and engaging environment. Basic knowledge of musical vocabulary, confidence in performance, group work and rehearsal will have been taught and practiced, and students will have been given opportunities to develop these skills into more complex processes. Pupils will be confident to embrace new musical genres and have the ability to build a repertoire of their own preferences in music. They will have been exposed to a variety of different musical styles, genres, and composers both historical and modern. Pupils will have established a sense of achievement, belonging and pride which can be brought about by positive experiences in music as a creative and encompassing subject. They will have developed a range of strategies for problem solving in relation to performance and composition as well as evaluation of their own and others' work and they will have a bank of relevant vocabulary specific to music as a subject.

Themed days

Throughout the course of the school year we have a variety of themed days which focus on the celebration of music. In Key Stage 2 children take part in the BBC Ten Pieces live music lessons twice a year which provide an opportunity for children to further broaden their musical knowledge and engage them in a wider pedagogy in terms of subject teaching. The whole school engages in the BBC Get Singing Day as part of the BBC's Music and Wellbeing Day for children. Children are encouraged to sing their favourite songs as a group in order to promote mental health and wellbeing.

Assessment

Teachers will gather evidence for assessment in music on a lesson by lesson basis, uploading photographs, videos and comments onto the SeeSaw app. Teachers in other year group will have access to this evidence. Assessments will take place at the end of every term allowing time to reflect on each child's progress in relation to key skills and overall confidence in the subject. Teacher's judgements will be recorded on an end of term assessment document which will be provided by the music co-ordinator. In addition to this children will be encouraged to participate in a performance at the end of each term to celebrate their skills in performance and evaluate their own skills and enjoyment of the subject.

Curriculum

Early Years Foundation Stage

We encourage children to develop their sense of self expression through appreciation of music and movement.

Expressive Art and Design

Children sing songs, make music and dance, and experiment with ways of changing them.

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.

Key Stage 1

Pupils should be taught to:

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

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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.

Teaching and Learning

At Charles Saer Community Primary School, we use a variety of teaching and learning styles to ensure our lessons are taught effectively. The teaching of music at Charles Saer provides opportunities for group or paired work as well as whole class teaching. Schemes of work and delivery are design to appeal to a broad spectrum of learning styles to include:

- Visual (spatial) - music videos, online rhythm/pitch/pulse games, watching live performances, watching back and evaluating their own performance.
- Aural (auditory-musical) - listening to a variety of musical tracks, listening to peers and their own performances.
- Verbal (linguistic) - discussion of preferences and opinions, reviewing lyrics and introducing subject specific language.
- Physical (kinesthetic) - development of skills in movements and dance in response to music, relating this to rhythm, pulse, timbre and texture.
- Logical (mathematical) - Looking at interpreting visual patterns in rhythms, musical structure and repetitions in a track.
- Social (interpersonal) - Working as a group to develop and work on a performance, listening to the opinions of others and that their taste might be different to your own.
- Solitary (intrapersonal) - Developing a sense of self in relation to musical taste and the impact of your own performance, it's affect on that of others and how you might improve.

Links between musical education and other foundation subjects

Each key stage has been provided with a list of musical pieces which are specially linked to their particular topic that term. This music will be played in class as a regular part of teaching in this topic. The list has been designed to create links between musical styles and composers throughout the children's journey through school and will allow children to broaden the spectrum of musical tastes and influences by the time they leave primary school.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A	Memory Box	Claws, paws and whiskers	Dinosaur Planet	Land Ahoy	Rio De Vida	Scented Garden
Music to focus on	When I'm 64 - The Beatles	Peter and the wolf - Sergei Prokofiev	Jurassic Park Soundtrack - John Williams	Overture to the flying dutchman - Richard Wagner	Un, Dos, Tres - Ricky Martin	Reverie - Claude Debussy
KS1 Cycle B	Enchanted Woodland	Bright lights big city	Moon Zoom	Towers, Tunnels and Turrets	Muck Mess and mixtures	Wriggle and Crawl
Music to focus on	Aniron (I desire) - Enya	Land of hope and glory - Edward Elgar	The Final Countdown - Europe	Greensleeves - Henry VIII	Mr Blue Sky - Jeff Lynne	Flight of the Bumble Bee - Rachmaninoff
Yr 3/4 Cycle A	Predators	Gods and Mortals	Scrumdidlyumptious	Tribal Tales	Heroes and Villains	Urban Pioneers
Music to focus on	Danse Macabre - Camille Saint-Saens	The Planet Suite - Holtz	Willy Wonka and the Chocolate Factory Soundtrack, Pure Imagination - Anthony Newley and Leslie Bricusse	Planet of the Apes original soundtrack, The Hunt - Jerry Goldsmith	The Avengers, Main Theme - Alan Silvestri	A Day in the Life - The Beatles
Yr 3/4 Cycle B	I am warrior!	Burps, bottoms and bile	Tremors	Traders and Raiders	Road Trip USA!	Potions
Music to focus on	The Journey - Ian Fontova	Matilda the Musical, Bruce - Tim Minchin	Night on Bare Mountain - Modest Mussorgsky	To Valhalla! - Antti Martikainen	Born to run - Bruce Springsteen Born in the USA - Bruce Springsteen	Harry Potter Sountrack, Harry's Wondrous World - John Williams
Yr 5/6 Cycle A	Off with her head	Frozen Kingdom	Revolution	Alchemy Island	Gallery Rebels	Time Traveller
Music to focus on	Brandenburg's concerto No2	(Ice music) A Glimpse of Light - Terje Isungset	Do you hear the people sing - Les Miserables - Boublil and Schonberg	Fools Gold - Stone Roses	Matchstalk Men - Brian Burke and Michael Coleman	All the Strange Creatures - Murray Gold
Yr 5/6 Cycle B	Beast Creator	A Child's War	Hola Mexico	Star Gazers	Allotment	Pharos
Music to focus on	Carnival of the animals - Camille Saint-Saens	Schindler's List Soundtrack, Oyf'n Pripetshok/Nacht Aktion - John Willilams	Jabrabe Tapatio - Jesus Gonzalez Rubio	Starman/Space Oddity - David Bowie	Clair De Lune - Claude Debussy	Prince of Egypt Soundtrack, The Reprimand - Hans Zimmer

Children will be encouraged to actively listen to these musical pieces as part of delivery of topic knowledge providing feedback through discussion and relevant sharing of opinions in relation to the musical piece, it's tone, rhythm, timbre and the overall feeling it may elicit in the listener.

Special needs provision

Class teachers will ensure that they plan for differentiation of skills and abilities when teaching or facilitating the teaching of music to the children in their class. Any children with specific learning needs will be encouraged to participate wherever possible, any external teachers of the subject will be informed in advance of any special requirements which may be needed by children in the class in order for learning to take place. Targets and expectations will remain sensitive to the needs of the individual child.

Equal opportunities

At Charles Saer Community Primary School we believe it is important that all children have the opportunity to develop in musical education within a broad and balanced curriculum and through extra-curricular activities. We will ensure that children are given the opportunity to explore and maximise their potential in the subject and make considerable and measured steps in their progress throughout the course of each school year. It is the responsibility of the teachers to ensure that all pupils, irrespective of gender, religion, learning or physical ability, race, culture, ethnicity or social circumstances, have access to the curriculum. Music lessons should aim to provide quality experiences for learning with challenge the children in their own specific abilities and needs.

Health and safety

Here at Charles Saer School the safety and well being of pupils is of paramount importance. Activities both within the setting and those taking place externally will not be undertaken without consideration of pupil welfare. In subject related activities where children are taken out of the setting on a trip or a visit a thorough and comprehensive risk assessment will be completed and all measures to ensure the safety of students will be met.

British Values

Charles Saer Community Primary School aims to encourage and promote British Values across our whole curriculum. Our British Values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Music delivery in our school is committed to providing the best possible musical education for all students regardless of experience or background. We believe that a good education in the music leads to students who are stimulated, enriched, engaged, inspired and have a good sense of self-worth. Involvement in the music helps to develop a positive attitude among students by developing a wide range of qualities such as team work and cooperation, self-esteem, passion, flexibility, creativity, ambition and determination. The Music curriculum provides opportunities for students to develop their self-esteem and self-confidence. We create a provision for a safe learning environment where they can express personal and collective views and opinions. Regular performance opportunities are provided for soloists and ensemble groups to develop their musical skills and confidence in performing to a wider audience. This also provides students with opportunities for respectful support of their peers. Within composition and performance work, students gain negotiation skills to enhance and develop their work. They regularly use the democratic process to discuss, develop and change their creative ideas. They are consistently encouraged to accept responsibility for their behaviour and decision making in the subject and in the school as a whole.

SMSC

Spiritual education encourages deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses and to develop their spiritual awareness of music, whether it be through the enjoyment of listening to and making music alone or with others.

Moral education gives opportunities for pupils to engage in critical discussion of musical performances from other students and we encourage pupils to reflect on any specific or cultural references. Where children present their own work we ensure that assessment and evaluation is fair and that respect is shown to the work of others.

Social development is delivered through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress. Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through group tasks, these encourage pupils to address their individual abilities and strengths and then work to collaboratively to build on these. When required to express their feelings, pupils are encouraged to do so sensitively.

Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures and develop a respect for cultural diversity.

Links with PSHE

Music contributes to the teaching of personal, social and health education and citizenship. Children learn about themselves as a result of listening to music from a variety of different composers, styles and genres, they develop an understanding and appreciation of their own personal preferences. Children are taught to understand that music can have an impact on their mood and behaviours. They are provided with an appreciation of music as a means of communication and develop an awareness of how music can bring people together to form new communities and social constructs.

The role of parents and carers

All parents and carers should:

- provide support and encouragement for pupils who are engaging in a musical performance
- when schedules and practicalities allow parents and carers can aim to attend any performances delivered by their children both inside and out of the school setting
- ensure that they are aware of dates and times of any performances which may be taking place in order to drop off or collect their child in a timely manner
- when learning to play a specific instrument children should be encouraged to practise at home where possible and parents and carers should ensure that children bring their instruments with them to relevant lessons and events.