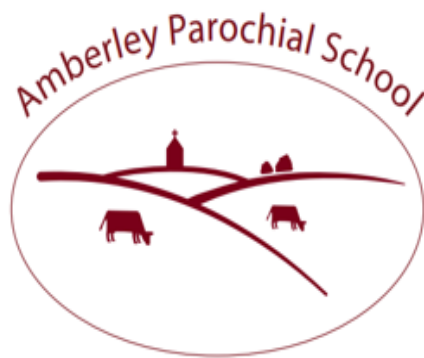


Music Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: Standards Committee

Approved on: Autumn 2 2020

Review Date: Summer Term One 2023 by Standards Committee

Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities, Behaviour Policy, Remote Learning Policy, Amberley Immersion Curriculum, Homework, Teaching and Learning and Assessment.

Music Policy

Introduction

This policy is written in conjunction with the Amberley Curriculum policy which states our Intent, Implementation and Impact for our Amberley Immersion Curriculum.

As a Church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are Perseverance, Courage and Respect.

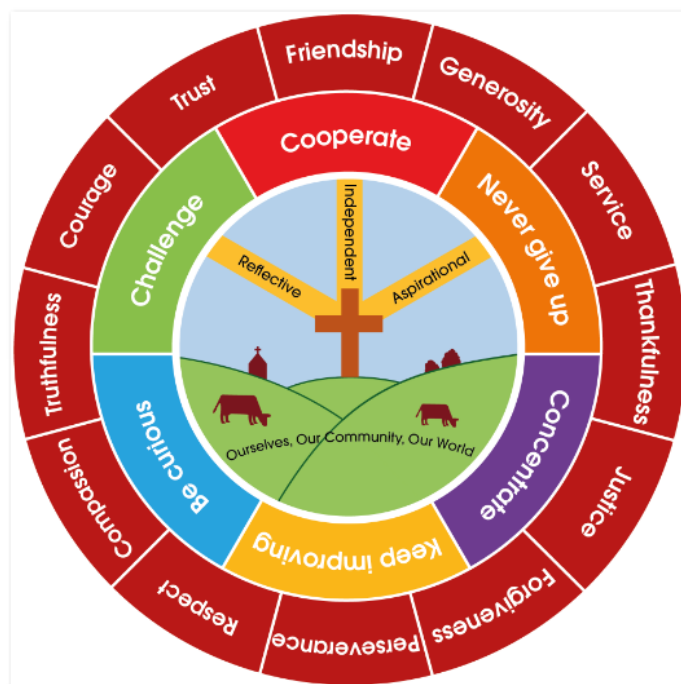
Our Learning Powers underpin the attitude to learning that the children are fostered to develop at Amberley Parochial School. In all aspects of music lessons, the Learning Powers of Curiosity, Challenge, Never Giving Up, Co-operation, Concentration and Keep Improving are continually utilised for the children's development within the subject.

Curriculum Intent

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

The Amberley Vision Wheel



Music Intent

For all learners to...

- Have an awareness and appreciation of different musical traditions and genres
- Play and perform using both tuned and un-tuned instruments
- Deepen pupils understanding of social, historical and culture origins of music
- To enjoy listening, composing and performing
- To become critical listeners

At Amberley, each unit of music contains the key elements of performance, composition, transcription, description, listening and appraising, though one element will have more emphasis. The school are supported to achieve these aims by adopting the Charanga Musical School programme to support the progression and continuity of teaching key knowledge and skills.

Each Unit of Work comprises of the strands of musical learning which correspond with the National Curriculum for music:

- Listening and Appraising
- Musical Activities
Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

In addition, each term, children learn about a famous or influential musician, composer or artist. Over time, they will gain a wider awareness and appreciation of different musical traditions and genres.

Curriculum Implementation

All pupils are entitled to a broad and balanced curriculum, whatever their ability. At Amberley, we follow our Amberley Immersion Curriculum across the school. This is based on the National Curriculum Requirements. In addition, we have incorporated key milestones at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These milestones are skills that the children will be assessed against to obtain their attainment and progress.

The Amberley Immersion Curriculum has been mapped out over a two-year programme (Cycle A and B) so all pupils receive the required coverage of the National Curriculum. In addition, the skills and knowledge they are taught are progressive, ensuring continuity and progression across the school. Each unit has a focused planning sheet highlighting aims and objectives. In addition, rationale is included where appropriate.

All stakeholders have access to this information which is placed on the school's website.

The Amberley Immersion curriculum was planned by all teachers after consultation with parents, pupils and governors.

Music Impact

The children of Amberley will understand and develop the traits and skills needed to become **musicians**. They understand that music is about the beauty of sound, and see musicians as being **creative and expressive**, which are qualities they aim to emulate and appreciate in their own work. They will accumulate a knowledge and skills base that will allow them to appraise, compose and perform the different musical elements.

Rationale

Refer to appendix a

The Early Years Foundation

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Teaching

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst music will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of music. These activities will take account of children's previous experience in music. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Special needs and equal opportunities

Creating music is a way to communicate and respond to experience. Every child's response is unique and activities in music are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Assessment, Recording and Reporting

Assessing the children's achievement will be planned into lessons and used to guide subsequent lessons. Teachers record the progress that children make by assessing their work against the learning targets from the National Curriculum and Milestones. Teachers will make termly assessments of attainment and progress for each child. Children are always encouraged to self-assess and reflect on their achievements.

Resources

A range of basic resources are available in each classroom. They are presented in such a way that they are accessible and are maintained in good order. Additionally, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.



















Books and other visual materials to support learning are available in the classrooms and the library. When appropriate, the school uses outside resources, visitors and links with community to support learning. As well as the wealth of inspiration offered by the natural surroundings of the school.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, cello and piano. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Appendix A

Chosen Musical Artist

Genre	Y1/2	Y3/4	Y5/6
Classical	Beethoven (A) 	Mozart (A) 	Grace Williams(A) 
Classical	Camille Saint-Saens 	Vivaldi (B) 	Benjamin Britten (B) 
Rock	Queen (A) 	Beatles (A) 	Bruce Springsteen(A) 
Folk/Jazz	Miles Davis(B) 	Louis Armstrong (B) 	Bob Dylan (B) 
Pop	Spice Girls(A) 	Diana Ross (A) 	Elton John (A) 
Country	Dolly Parton(B) 	Patsy Cline (B) 	Hank Williams(B) 

(Artists will be studied over a two-year cycle)

(A) Cycle A

(B) Cycle B

Appendix B

Chosen Music Artist

Genre	Y1/2	Y3/4	Y5/6
Classical	<p><u>Beethoven</u></p> <ul style="list-style-type: none"> • One of the most recognised and influential musicians in the 19th century • Considered one of the greatest composers of all time 	<p><u>Mozart</u></p> <ul style="list-style-type: none"> • Considered one of the most famous and popular composers and influenced Beethoven (Links with previous learning) 	<p><u>Grace Williams</u></p> <ul style="list-style-type: none"> • A successful female, Welsh composer which contrasts with previous composers • Opportunities to explore the Welsh musical culture
Classical	<p><u>Camille Saint-Saens</u></p> <ul style="list-style-type: none"> • Famous French musician with diversity • The Carnival of the Animals music can tell a story 	<p><u>Vivaldi</u></p> <ul style="list-style-type: none"> • Famous 'The Four Seasons' to demonstrate that music can relate to abstract concepts 	<p><u>Benjamin Britten</u></p> <ul style="list-style-type: none"> • An English composer • A composer whose music stir emotional and feelings
Rock	<p><u>Queen</u></p> <ul style="list-style-type: none"> • A successful British rock band • Pupils know these songs but cannot relate to the artist • Diverse style 	<p><u>Beatles</u></p> <ul style="list-style-type: none"> • The greatest British pop band and it is important for pupils to know their legacy • Beatles demonstrated perseverance and practice within their development • Diverse style 	<p><u>Bruce Springsteen</u></p> <ul style="list-style-type: none"> • Working class American musician whose music demonstrates that everyone can have the opportunity to produce excellent music • Diverse style
Folk/Jazz	<p><u>Miles Davis</u></p> <ul style="list-style-type: none"> • Black jazz musician who was the most influential figures in Jazz 	<p><u>Louis Armstrong</u></p> <ul style="list-style-type: none"> • Black jazz musician to compare with Miles Davis 	<p><u>Bob Dylan</u></p> <ul style="list-style-type: none"> • A white American folk artist who was famous for protest songs and wanted to use music to change people's views
Pop	<p><u>Spice Girls</u></p> <ul style="list-style-type: none"> • All female band who championed girl power • The music is recent and relevant 	<p><u>Diana Ross</u></p> <ul style="list-style-type: none"> • Strong female American Motown singer. • Was part of the most successful girl bands • Compare music style 	<p><u>Elton John</u></p> <ul style="list-style-type: none"> • British singer song writer who combines piano with pop music • Compare with previous artists
Country	<p><u>Dolly Parton</u></p> <ul style="list-style-type: none"> • One of the most successful and iconic Country singer 	<p><u>Patsy Cline</u></p> <ul style="list-style-type: none"> • Famous country singer and most influential in the 20th Century • Patsy influenced Dolly Parton 	<p><u>Hank Williams</u></p> <ul style="list-style-type: none"> • One of the most influential singers and song writers for the 20th Century • Compare with Patsy Cline

(Artists will be studied over a two-year cycle)