**PERTON FIRST SCHOOL**

**Music POLICY**

**Reviewed: 30/09/2023**

**Next Review: 30/09/2025**

**Rationale**

Music is a unique way of communicating that can inspire and motivate children. It is a means for personal expression and can also play an important part in helping children to feel part of a community. At Perton First School, we provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms. We are a musical school who enjoy performing and singing together as a community.

**Aims**

To ensure that all children from year 1 to year 4 are given opportunities to:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

This may be through the Charanga online scheme, during peripatetic lessons and through project work.

Music should also be seen as a method for the building of children’s self-esteem, confidence and self-discipline.

**Learning Objectives**

In Key Stage One, pupils are 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.

In Key Stage Two, pupils are 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 are 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
* 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.

**Music Scheme of Work Planning**

Our school uses The Charanga Music World website as a tool for planning and delivering a rich music curriculum. This enables staff to adapt and teach sequential lessons covering the statutory objectives set out in the National Curriculum, with confidence.

We also have a wide range of songs which we sing as a whole school and in classes. The children listen to a range of music and staff and children are encouraged to listen to and decide upon songs that they wish to learn, rehearse, adapt and perform within music lessons and across the curriculum.

As a whole school, we enjoy singing together as a community. The whole school go to church to sing songs for Harvest, Christmas and Easter. We sing in the local community at Christmas and perform a variety of songs at our Christmas Fayre and in school Christmas concerts. We sing songs linked to the curriculum in assemblies and in classes. We take part in musical events as much as we can. The Year 4 Leavers’ Concert is a musical event.

**Early Years**

Music is an integral part of the EYFS at Perton First School. The children enjoy singing and using musical instruments to further their learning indoors and outdoors. Musical instruments are for sound discrimination and syllable clapping in phonics, for counting in maths, in sensory trays in continuous provision and for storytelling. Singing is enjoyed by the children in groups as part of the curriculum and we have a repertoire linked to minibeasts, traditional tales, birthdays, space and many more! Music is played at transition times such as tidying up or getting ready for phonics.

**Cross-Curricular Links**

Music at Perton First School, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), art, ICT (composing, notation, research, use of iPads and recording), and PHSE (reflecting, listening, creating, performing). It is used well in project work to add another dimension to the children’s learning e.g. learning about samba music during a Brazilian deforestation project or performing a medieval piece when learning about the Tudors.

**Peripatetic Music Lessons**

We like to offer the opportunity to all children to learn an instrument at school. We source reasonably priced tutors to teach instruments in small groups. We have had keyboard and piano lessons, singing sessions and band practice. KS2 take part in whole class recorders, glockenspiels or ukulele tuition.

**Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all.

**Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on different teaching and learning styles and incorporate this into their lessons. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

**Assessment**

At the end of each academic year, teachers will make their judgements about a child’s ability within in music and communicate this to parents in the written report once a year. Charanga has differentiated lessons to support individual children. Evidence may be recoded in writing, on a grid, in video or photographs, recordings on iPads or as a performance evaluation.

**Resources**

There are sufficient resources for all music lessons in the school. We keep resources for music in the Music Room, including instruments and song books. We also have access to the Charanga Musical world website and our own bank of songs and music.

**The School Choir**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We run a school choir which we encourage all children, from year 3 onwards, to join. The choir meets on a weekly basis in the Autumn term and, although its primary aim is to enable children to enjoy singing together, it also performs in public.

**Monitoring and Review**

The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.