



Music Policy

Intent

We believe music is a wonderfully creative, important subject allowing children to express themselves. We want our children to love music and be inspired to achieve well in listening, composing and performing. We believe that excellent sustained partnerships with professional musicians can complement and enhance our provision. Music will make an outstanding contribution to the spiritual, moral, social and cultural education of the children as our curriculum focuses on a range of musical styles, traditions and cultures. We encourage our children to participate in high-quality extra-curricular activities with a music focus. It is our intent that music will enrich students' lives and education as many of the skills are transferable across the curriculum. We intend to develop language and reasoning skills through music in addition to improving the skill of memorisation. In order to provide a range of opportunities for our children as successful learners with high expectations our Music curriculum is linked to our whole school drivers: Gospel Values, Cultural Capital, Diversity, Independence and High Expectations. As a joint denominational school, Christian values are at the forefront of daily school life at Emmaus. The values of 'Hope', 'Trust', 'Friendship' and 'Love' are actively promoted throughout our Music curriculum. They are encouraged to show respect for different people's faiths, experiences, feelings and principles. At Emmaus, we believe that a rich and broad curriculum builds cultural capital and we thus provide our children with a vast range of experiences and opportunities to help them progress and achieve success. Our children are offered a range of experiences that build their cultural capital both within and beyond our Music curriculum. At Emmaus, we understand the importance of developing a curriculum that is diverse, allowing the children to expand their knowledge and understanding of many different identities in a manner appropriate to the subject matter being taught. All resources/materials have been reviewed with equal opportunities in mind. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role. Our Music curriculum heavily promotes independent learning. The children are encouraged to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. In line with all areas of our school curriculum, we have high expectations for all children to achieve their potential in Music - regardless of their starting points. The Music curriculum and assessment system at Emmaus is developed to ensure that we motivate pupils, monitor progress and achieve consistently high standards. There are *high expectations* for children to use appropriate vocabulary to articulate their findings. In addition, our Music curriculum ensures that there is a clear and ambitious progression of vocabulary from Early Years to Year 6.

Implementation

Pupils at Emmaus participate in weekly music lessons of an hour long during one half term

per term which equates to 18 hours of music coverage per year. Our school uses the

Charanga Scheme which is ideal for specialist and non-specialist teachers and provides lesson plans, clear progression, and engaging and exciting whiteboard resources to support every lesson. All requirements of the National Curriculum are covered. We provide opportunities for children to learn through a practical, exploratory and child-led approach. Within our Music lessons, adaptive teaching will take place to ensure that all pupils can access the planned lessons. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. We provide opportunities for all children to engage in extra-curricular activities and concerts/events.

Children from years 3-6 have the opportunity to learn to play an instrument from the woodwind, brass or string family.

Impact

Our curriculum aims to be fun and enable the children to express themselves through one of the highest forms of creativity using a universal language. Pupils will be engaged and inspired to develop a love of music, both in lessons and in extra-curricular clubs. The impact of music lessons is that children will be able to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. The curriculum will enable the children to 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. The impact of the music lessons will also be that children can 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. The impact of music lessons can be evidenced in teachers' assessments. Overall, Emmaus pupils will have had the opportunity to develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Curriculum Planning of Music

At Emmaus, we use the Charanga Musical School scheme which provides our teachers with week-by-week lessons for each year group in the school from ages 5-11. Six lessons of one hour will be planned for one half-term per term. This scheme provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson. Our music scheme is based on: Listening and Appraising; Musical Activities – creating and exploring; and Singing and Performing.

Teaching and Learning Styles

At Emmaus, our principal aim is to develop the children's knowledge, skills and understanding in music and we use a variety of teaching and learning styles in our lessons to achieve this. We are aware that children have preferred styles of learning, and incorporate visual, auditory and kinaesthetic learning styles into our teaching. The very nature of music means that the children will be using a range of learning styles in every lesson. We encourage children to ask as well as answer questions. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Contribution of music into other subjects

English

Musical training helps develop language and reasoning. Musicians can better detect meaningful information-bearing elements into sounds. Music helps to develop the children's communication and diction. Students who practice music can have better auditory attention

and pick out predictable patterns from surrounding noise. Music builds imagination and intellectual curiosity. Most songs tell a story and the children need to comprehend what they are singing about. Their vocabulary will be extended through the songs they sing.

Maths

Students will constantly be using their memory to perform. Pupils learn pattern recognition which can develop their maths. Music can develop spatial intelligence which allows them to perceive the world accurately and form mental pictures. Spatial intelligence is helpful for advanced maths and more.

Computing

The children can use an I pad app to compose music.

Personal, Social, Citizenship, Health and Emotional Education (PSCHE)

Music contributes significantly to the teaching of Personal, Social, Citizenship, Health and Emotional Education. Students of music can be more emotionally developed, with empathy towards other cultures. They also tend to have higher self-esteem and are better at coping with anxiety. Increased co-ordination contributes to the physical well-being of pupils. Students who practice with musical instruments can improve hand-eye coordination. Just like playing sports, children can develop motor skills when playing music. Music can be relaxing and help children to fight stress. Children will develop teamwork and in groups learn more about working together. Performing a musical piece can bring fear and anxiety. Doing so teaches children how to take risks and deal with fear which will help them become successful and reach their potential.

Resources

There is a wide range of age-appropriate resources to support the teaching and learning of music. We subscribe to Charanga and all teachers have a log in for this scheme. We have a range of musical instruments including tuned and un-tuned. We have a set of glockenspiels and recorders for the musical activities sections of lessons. In addition, we have a set of drum sticks so that children can repeat rhythms and pulses. There is a fully stocked percussion trolley available. In addition, children are encouraged to bring in their own instruments to use in lessons.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. The children will be taught how to use instruments correctly, including being shown how to put them away correctly and safely. Recorders will be rinsed after use.

Assessment and Recording

Teachers assess children's work in music by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons.

At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on our assessment tracking sheet and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfEE. The music subject lead undertakes learning walks and lesson observations to ensure high quality music is taking place throughout school.

Extra-curricular activities

At Emmaus, all children from years 3-6 have the opportunity to join our thriving school choir. We pay for Mr Stephen Mannings (Assistant Choral Director of the Anglican Cathedral) to come into school to lead singing projects in the autumn, spring and summer terms. The children will be given expert choral tuition over a ten week period and be taught a range of songs from many different styles and traditions. This will result in a concert at the Anglican Cathedral which parents will be invited to.

All children from years 3-6 also have the opportunity to learn to play an instrument.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions.
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Date: -October 2023

Date of next review: - October 2024