



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School Music Policy

Introduction

At Potley Hill Primary School our vision is to make music an enjoyable and memorable learning experience which inspires creativity, self-expression and confidence. We encourage children to participate in a variety of musical experiences, giving them opportunities to connect with others, nurturing their talent as musicians, and instilling a sense of achievement. We promote a love of music, singing and playing throughout the school community which results in the acquisition of knowledge and improved well-being. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, we hope to foster a life-long love of music and enable children to become confident, reflective musicians.

Aims

- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To provide regular exposure to high quality musical experiences.
- To encourage confidence and help children of all abilities develop positive attitudes and experience success and satisfaction in Music.
- To offer opportunities to perform, compose, listen and appraise.
- To develop an awareness of musical traditions and features in a variety of cultures, times and societies.
- To provide continuity and progression in the acquisition and development of musical skills.
- To use music technology appropriately.
- To meet the requirements of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement.

Teaching and Implementation

At Potley Hill, we primarily follow the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. In Reception, music skills are covered through continuous provision linked to weekly topics. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. Through the program, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, deepening their understanding and promoting a love of learning. The scheme of work offers a practical, exploratory and kinaesthetic approach to support children's learning in music. It is accessible to children of all abilities and can accommodate children's self-expression. Pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. The musical elements of pitch, duration, tempo, timbre, dynamics and structure will be progressively introduced, discussed and understood. Children learn to sing and use their voices, and to create and compose music on their own and with others. This is embedded in classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Music plays an important role in helping children to feel part of a community.

By using Charanga as the basis of a scheme of work, we can ensure that children are fulfilling the aims for musical learning based in the National Curriculum.

Charanga Musical Structure and Activities

All learning within Charanga is based around a song with the following possible learning activities taking place:

1. Games which embed the interrelated dimensions of music through repetition.
2. Singing which is at the heart of all the musical learning.

3. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion accompaniments are available and gradually an understanding of notation is introduced to the children.
4. Improvising with the song either with voices and instruments occurs in some units of work.
5. Composing with the song using instruments occurs in some units of work.

Additional Music Teaching

Individual music lessons are provided by peripatetic teachers and are usually paid for by parents but can be paid for by the school for Pupil Premium children. We offer extracurricular activities including recorder, singing and 1:1 or small group peripatetic music lessons for guitar and piano, which also provide children with experience of making music.

Inclusion

At Potley Hill Primary we teach music to all children, whatever their ability and individual needs. We seek to provide suitable learning opportunities and create an environment that enables everyone to succeed and achieve their full potential.

Musical Events

The children have weekly singing assemblies which develop a sense of community and wellbeing. Instrumental groups and musicians of all abilities are encouraged to perform in assemblies to show off their learning and skills. Children have the opportunity to sing and perform in school concerts, productions and whole school assemblies and celebrations and these opportunities will sometimes extend to events that take place in the wider Yateley community for some children.

Assessment

Assessments will be made by observing children working and performing, by listening to their responses and making judgements as we observe learning activities during music lessons. Key questions and aims have been identified from key performance indicators and teachers will assess children's overall outcomes against these aims using the following terms:

BLW = the objective has been taught but the child needs further support or scaffolding to start working towards achieving it.

WTS = the child is working towards achieving the objective

EXS = the child is working at the expected standard to achieve the objective.

GDS = the child has exceeded expectations when achieving the objective

Cover pages will be stuck into Learning Journals which allow teachers to assess continually against these aims. Children will also be encouraged to write a brief assessment at the end of each project from Year 1 upwards (these might be scribed by an adult when needed). Teachers will also keep ongoing records on the foundation subject recording sheets, which identify children working at WTS and GDS in order to highlight children who require support or further challenge and this sheet is passed up through the school with the children.

Resources/ Instruments

- A class set of glockenspiels, differentiated for KS1 and KS2, and on a music trolley so that they can be easily transported to classrooms.
- A piano, drum kit, keyboards, tuned and untuned instruments, and other musical equipment stored in the music room or hall alcove.
- A sound system in the hall for playing music.
- Classroom interactive whiteboards where the Charanga interactive resources, music resources and planning can be accessed.

Health and Safety

- Children should be encouraged to handle and transport instruments with care and respect.
- Instruments are to be put away and stored carefully after each session.
- Extra care to be taken with electrical equipment and children drawn to the attention of potential dangers posed by electric sockets, plugs and cables and the misuse of electronic equipment.
- Appropriate steps to be taken to ensure hygienic use of blown instruments.

Monitoring and Review

Monitoring is undertaken by the subject leader through book scrutiny, lesson observations, Pupil Voice sessions and feedback is given to teachers. Findings are recorded as part of the subject leader's 'subject story', which provides an overview of progress, pupil voice and strengths and weaknesses within the subject. An action plan is developed and implemented each year, linked to the School Improvement Plan. Monitoring at different points is therefore planned and the action plan is evaluated annually.

Reviewed: November 2024

Next Review: November 2027