

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School Curricular Policy for Music



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How pupils learn Music

Music is a unique way of communicating that can inspire and motivate children. It is a means of personal expression, and it can play an important part in personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. Opportunities will be provided for all children to create, compose, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures.
- know how music is made through a variety of instruments.
- know how music is composed and written down.
- know how music is influenced by the time, place and purpose for which it was written.
- develop the interrelated skills of performing, composing and appreciating music.

Planning the Music Curriculum

Staff plan sessions based on the 'Charanga' scheme of work which, as well as being progressive, provides breadth and depth. Plans include opportunities for children to take part in practical activities, both individually and in groups that encourage and cultivate an enjoyment of different genres of music.

Staff plan and adapt the topics in Music so that they build upon prior learning. All children have the opportunity to develop their skills and knowledge in each unit and, through planned progression, they experience additional challenges as they move through the school.

Classroom Organisation, Time Allocation and Teaching Styles

At Reedley Primary School, music is an enjoyable learning experience. Children are encouraged to participate in a variety of musical experiences to develop confidence. Singing lies at the heart of music education. Teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. They are taught to listen and to appreciate different forms of music. As children get older, they develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. They are taught the skills of recognising pulse, dynamics, rhythm and pitch. Children are also taught how to work with others to make music, writing musical notation and composing music using the online, digital music resource 'Charanga'.

Each term a musical artist is chosen for music appreciation in each class. The theme is given to class teachers each term to enable the children to build up a bank of skills. The themes cover a range of local, historical and artists linked to the topic.

Music is taught for a minimum of thirty minutes a week. The lessons provide opportunities for individual activities, paired work and whole class sessions.

Resources

Resources are available for each Key Stage. Reception keep a selection of instruments in their classrooms. The subject leader updates resources when needed.

Equal Opportunities

Music is taught to all children in accordance with the school curriculum policy to provide a broad and balanced education to all children. Pupils have access to the full range of activities involved in learning about Music.

This will be achieved in a variety of ways by:

- setting common tasks, which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty.
- grouping children according to need.
- using classroom assistants to support the work of individuals or groups of children.

Assessment and Record Keeping

Assessment:

- Children are regularly assessed against their age related expectations.
- On-going formative assessments within lessons through discussions with children, observations, evaluating performances and demonstration of skills.

Monitoring arrangements

Monitoring:

- Each term a music learning walk/lesson observation will be taken.
- Pupil interviews will be conducted.
- Moderate teacher assessments of music through evaluation of children's performances.
- Governors will receive termly reports to update them of standards across the school.

Reviewed: June 2024

Next review: June 2025