

Rationale

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities. The policy is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, recommendations from OFSTED and following consultation with governors, parents, children and teaching staff.

Aims: Intent

The national curriculum for music and Airedale Junior School aims to ensure that all pupils:

- 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

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

National Curriculum and Subject Content: Implementation

Pupils should be taught to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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 interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- 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 Curriculum Map

Year 3	Let Your Spirit Fly - Mixed Styles Glockenspiels	The Dragon Song—Music From Around The World	Bring us Together - Disco
Year 4	Mamma Mia - Abba Music	Stop - Mixed Style	Lean on Me - Gospel
Year 5	Bon Jovi (Livin' On A Prayer) - Rock Classroom Jazz 1	Adele (Make You Feel Love) Pop	Dancing in the Street - Motown
Year 6	Pharrell Williams (Happy) - Soul Classroom Jazz 2	A New Year Carol— Benjamin Britain—Classical	You've got a Friend in Me— Carole King's Music

Meeting the Aims of Music Education

As with every other curriculum subject, Music must show progression, continuity and achievement, and therefore within the overall class activities, we allow for the frequent practise of skills. Participation in musical activities will hopefully contribute to the whole school curriculum by developing in children the following transferable skills:

Performing skills

- controlling sounds through singing and playing
- children should sing songs, in unison and two parts
- children should play tuned and untuned instruments
- children should practise, rehearse and present performances.

Composing skills

- creating and developing musical ideas
- children should improvise and develop rhythmic and melodic material when performing,
- children should explore musical ideas within musical structures

Appraisal skills

- children should analyse and compare sounds
- explore and explain their own musical ideas and feelings using movement, dance, expressive language and musical vocabulary
- improve their own and others' work to gain intended effect

Listening and Applying knowledge and Understanding

- children should listen and internalise sounds
- children should organise musical elements to communicate different words and effects,

- children should understand that there are established and invented ways of notation
- children should understand that time and place can influence creation and performances of music

Implementation of the Music Policy - The 'Charanga' Scheme of Work

- The 'Charanga' scheme of work provides all content for lessons (Year 3 - Year 6)
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of Music that is being taught

Each Music session will have:

- A clear Learning Objective
- An element of Speaking and Listening
- Modelling of activities at a level which is appropriate to the needs of the children within the class being taught
- A plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

Additional Music Teaching

- 25% of AJS's Year 4 pupils are taught an instrument over the course of the academic year. Peripatetic music teaching is provided by the Local Education Authority's Music Service (Children that receive music tuition will be given the opportunity to showcase talents in assemblies)
- All children are offered the opportunity to receive additional musical instrument tuition. Parents who want their children to participate in the scheme pay additional music lesson fees on a termly basis. (These extra lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the, trombone, cornet, clarinet and flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson)
- There are also additional enrichment opportunities for children to sing and perform in front of others (Harvest, Christmas, Easter, Summer Show, Leavers assembly and class assemblies)

Planning & Recording

Planning: Planning is provided in detail from the 'Charanga' scheme. Teachers can adapt and alter this planning to meet the needs of the class.

Recording: Class teachers are required to complete a half-termly evidence sheet. This has to include: photographic evidence, quotes from children, brief overview of topics covered during the half term, NC links and SMSC links.

Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the music leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in music across school

Assessment:

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed test for music. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in Music and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school music coordinator monitors progress through the school by sampling children's work at regular intervals.

Drafted June 2020
Review June 2021