



# Uplands Manor School

## Music Policy

### **Philosophy**

Music is a powerful, unique form of communication that can change the way people feel, think and act. It brings together intellect and feeling and enables personal expression, reflection, emotional development and increases self-esteem. As an integral part of culture, past and present, it helps people understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen to and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

### **Aims**

At Uplands Manor we aim to develop an understanding of musical concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures. Music in our school allows all children to participate with enjoyment in the activities of: performing, composing, listening and appraising. We aim to give all pupils the opportunity to experience the enjoyment and enrichment that all forms of music can bring and, where possible, achieve excellence in this field of learning.

### **Music Policy September 2022**

#### **Teaching and Learning**

The school uses objectives from the National Curriculum to aid the planning and teaching of music, thus ensuring lessons are kept as practical as possible. The school's Music Co-ordinator delivers whole class music lessons from Reception up to Year Six. Where possible, Music lessons link to other areas of the curriculum.

## **Structure of teaching and learning FS, KS1 & KS2**

All FS/KS1 & 2 Music lessons are conducted in our dedicated Performing Arts suite. Reception - In line with the current EYFS Framework, focus during Reception Music lessons concentrates on: Communication and Language, Physical Development and Expressive Arts. Children are provided with matching instrument bags containing a selection of percussion instruments and are encouraged to play both individually and as an ensemble, while singing and playing well-known songs and nursery rhymes. Physical activities using giant scrunchies and stretchy materials encourage physical development. The initial foundations of basic musical elements (pitch, tempo and dynamics) are also introduced during these lessons.

Year 1 – All children are provided with their own Kazoos to encourage use of voice and understanding of tone and pitch. Over the year children begin to understand musical dimensions such as tempo, pitch and dynamics through song and the use of a wide range of tuned and un-tuned instruments.

Year 2 – Using all class Glockenspiels, the children will develop their understanding of tone and pitch. Through this instrument they will begin to learn about scales and notation, as well as further develop their understanding of musical dimensions such as tempo and dynamics. Later in the year, the children move on to whole class keyboards to further develop these skills. Children are also introduced to the world of digital music making via iPad apps such as Loopimal.

Year 3 – Using all class Djembes, children focus this year on Rhythm, Tempo and Dynamics. Children can follow and repeat complex rhythm patterns and will begin to understand basic improvisation and composition. Children also learn about African traditions and culture and how music plays a part in those traditions. During the year, the children will revisit whole class keyboards to further develop skills learned in Y2.

Year 4 – Using all class Ukuleles, children will begin to learn chord structures, as well as further develop understanding of scales and notation. The ukulele also helps to further develop many inter-related dimensions of music: tempo, pitch, dynamics, song structure and duration. In this year group, the children are introduced to the BBC Ten Pieces project, which encourages understanding of the musical dimensions and introduces them to the world of classical music.

Year 5 – Children are introduced to the world of digital music creation through Apple Garageband iPad app. Pupils are encouraged to use pre-recorded loops to begin to produce professional sounding mixes. These mixes are linked to their topics through the creation of advertising jingles and space soundscapes. Children also further develop their skills with the ukulele and keyboard in this year.

Year 6 – Pupils further develop their digital music making skills with Apple Garageband, using a combination of pre-recorded loops as well as their own creativity to make studio quality songs. In an end-of-year project, pupils will be encouraged to create small groups that allow them to concentrate on their stronger talents – be it with physical instruments or digital music making.

### **Wider learning**

Other musical projects across KS1 & 2 include; after-school guitar and singing/choir groups, SEN Music sessions and behaviour interventions.

Some children with certain needs or circumstances also have the opportunity to learn instruments one-to-one via SIPS music instructors.

Across the whole school, singing of both contemporary and classic songs are encouraged through Friday afternoon “Music Time”. This is a mixture of whole school singing and musical performances from within school, in solo and ensemble formats.

We use the whole school’s skills to perform in the Christmas Productions -singing and playing instruments and Year Six showcase theirs during their leavers’ assembly. The children that learn an instrument in and out of school and those in the choir and singing groups are encouraged to share their learning by performing in assemblies/Friday Music Time and occasionally through whole class/year group assemblies and productions.

We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Tasks are differentiated both by outcome and design, and group structures may be of mixed abilities, ages or friendship groups.

## **Monitoring, Assessment and Evaluation**

Assessment of pupil work and progress is ongoing and is carried out by the Music Co-ordinator across KS1 & KS2, using DCPro to record attainment and progress. This is also achieved through moderation of any written, pictorial or recorded work. Reception progress is recorded by Reception staff during lessons using 2 Build A Profile.

In addition, talking to children about their learning attains monitoring of pupil progress. This not only informs future planning but also provides information for a pupil's records, parent discussions and annual reports. Observation of teaching and learning during music lessons is conducted by the Senior Leadership Team to monitor that high standards of teaching are maintained.

Evaluation of extra-curricular activities, e.g. choir, music festivals, musical events in the wider community is conducted.

## **Equal Opportunities/SEND**

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum.

The needs of the musically gifted and the less able are recognised and met through differentiated questioning, tasks and expectations, as well as appropriate grouping when possible.

Special educational and social/emotional wellbeing is a priority at Uplands Manor. These needs are met through specialised one to one and group sessions. The Music Co-ordinator works with children with barriers to learning and behavioural difficulties in a number of intervention groups. Children with identified requirements are able to use musical instruments to exercise motor-skills, self-control and creativity and individual needs are met through these sessions.

## **Resources**

All music resources are stored centrally and all staff know where the resources are kept.

The Music Co-ordinator is responsible for the acquisition, allocation and maintenance of resources but all staff and children are encouraged to care for them.