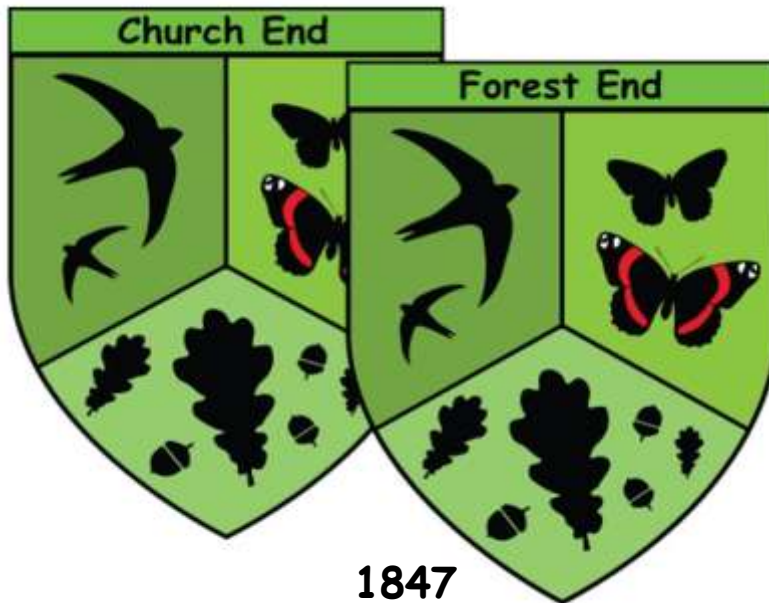


MARSTON MORETEYNE VC SCHOOL



MUSIC POLICY

January 2025



Music Intent:

At Marston Moreteyne School we make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self- confidence and sense of achievement.

Our teaching focuses on developing the children's ability to, sing in tune and with other people, play tuned and untuned musical instruments with increasing control, fluency and expression and listen critically to a wide range of music from different periods, genres, styles and traditions.

As children progress through the school they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.

By Key stage 2 children will begin to improvise and compose music for a range of purposes using the interrelated dimensions of music.

Music is used in many other areas of the curriculum to enrich learning in a practical and memorable way. Music is used to celebrate the many different cultures within our school as well as for Christian worship in our assembly gatherings.

Our curriculum provides every child with the opportunity 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.
- 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.

Reception:

Music is taught as an intrinsic part of the EYFS curriculum. In Early Years, activities are planned as part of the continuous provision and adult directed activities which deliver objectives from Expressive Arts and Design and Literacy.

Years 1 - 4:

Music is taught through our Curriculum, using Cornerstones as our planning tool. Planning takes into account the National Curriculum areas of study including: composing, responding, performing and appraising. Children are taught to sing a variety of songs and to use their voices expressively. Children have the opportunity to play tuned and un-tuned instruments with increasing control and will rehearse and perform with others with an awareness of an audience.

Children create musical patterns and are shown how to explore, select and organise musical ideas, recording these in a variety of ways e.g. pictorial score, iPad or using notation.

Children are given the opportunity to explore and explain their own ideas and feelings about music, using dance, expressive language and musical vocabulary.

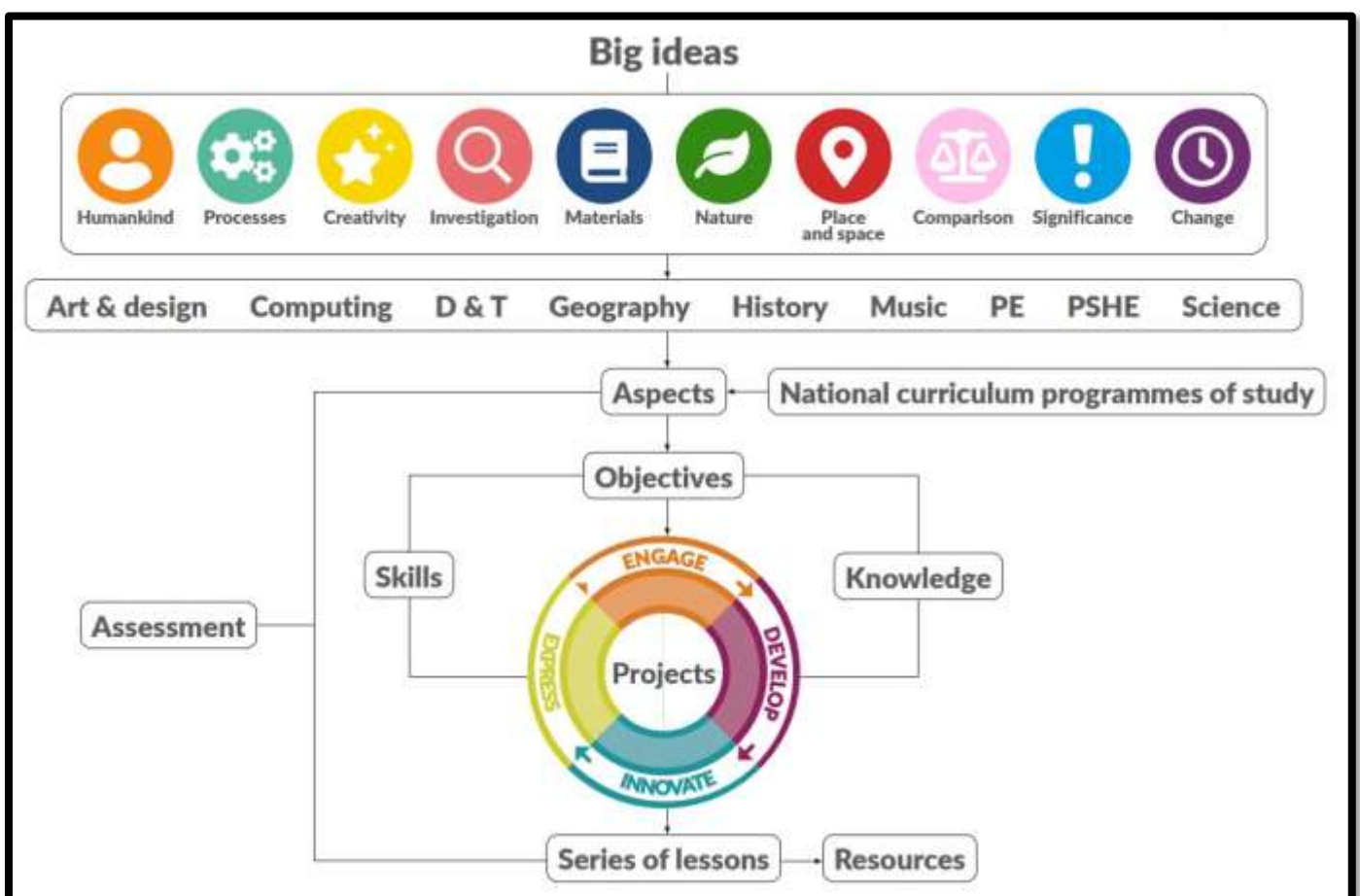
Children are given opportunities to analyse and compare sounds and become confident at suggesting improvements for their own work and that of others.

Music Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences.

Our Big Ideas are symbolic of our desire to prosper and give hope for the future

**Our Music Curriculum focuses on the three Big ideas:
Imagination, Creativity and Significance**



Implementation of Music:

Using our Cornerstones curriculum planning, we are able to provide exciting and varied Music lessons that link with our cross-curricular class projects and teaches the skills set out in the National Curriculum, which will show progression of skills across all key stages within the aspects of Music.

In line with our Creative Curriculum from Cornerstones, music is taught as part of a topic and has cross-curricular links. To make sure our planning has progression and covers all aspects of music equally, it needs to have clear learning objectives and success criteria related to the National Curriculum.

The teaching of music will be skills based learning, using the Cornerstones Curriculum. Progression is concerned with advancing children's learning. Cornerstones has progressive skills within each topic in every year group. Composing and performing in groups allows the adults to help individuals to overcome any difficulties or stretch their ability further

We also teach discreet instruments with progressive lessons. This includes the Ocarina in Year Two, the Recorder in Year Three and the Guitar in Year Four. Pupils also have the opportunity to pay for instrumental lessons such as keyboard and piano.

Inclusion:

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment,
- Pupils from disadvantaged backgrounds,
- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

Information and Communication Technology:

We acknowledge that ICT enhances children's learning in Art and Design by:-

- Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes.
- Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware.
- Making it possible for them to document the stages in the development of their ideas electronically, share this with others and review and develop their work further

- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.

Impact of Music:

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the tracking system. Skills and knowledge are assessed each term against the objectives and reported in subject leader analysis reports.

The Creative Development Leadership group will monitor the delivery and planning of the Art and Design Curriculum to ensure planning and teaching matches the aims and purpose outlined in this policy in a suitably progressive way. They will take into account Pupil Voice in their understanding of the impact of the intent and implementation of delivering high quality Music lessons.

January 2025