



Little Acorns to Mighty Oaks

## **Palfrey Junior School Music Policy 2024**

### **Philosophy**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can play an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms.

### **Aims**

Our aims of music teaching 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 and is a means of human and cultural expression;
  - Develop the interrelated skills of performing, composing and appreciating music.
- Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

### **Learning Objectives**

- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To communicate musical ideas to others.
- To improve instrumental and vocal techniques.
- To listen and appraise.
- To be able to sing and play from memory.
- To compose and play their own piece of music.
- To improvise a simple and complex rhythms.
- To evaluate their own performances and those of others.

### **Teaching and Learning Style**

At Palfrey Junior School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people and playing simple instruments. Through singing songs, children learn about the structure and organisation of music.

As part of our Music lessons, we teach children to listen and to appreciate different forms of music using the Model Music Curriculum. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music. We recognise



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that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this 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 (not all children complete all tasks);
- Providing resources of different complexity depending on the ability of the child

### **Music Scheme of Work Planning**

Our school uses the Charanga scheme as the basis for its curriculum planning, which in turn covers the National Curriculum through the Model Music Curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The Charanga Music World website is available to use for support material. Our music planning is geared to three aspects of progress:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities; and
- Increasing confidence, sensitivity and creativity in the children's music making.

### **Assessment**

Assessment in Music is both formative and summative. As part of lessons, the children are continuously assessed to determine the needs of the children in their group, adapting activities to both support and/or challenge the children further, as needed. The resources and flexibility of the scheme support in doing this. Formative assessments are completed at the end of each teaching unit, using information taken from the Charanga scheme. This identifies how well children have achieved the objectives for that unit, including whether they are working below, or above, the expected level. This information is then used to inform the planning and delivery of future units of work. The children will also complete a 'Music Passport' where they will self-assess their own progress.

### **Teaching Music to Children with Special Educational Needs and Disabilities**

At our school we teach music to all children, whatever their ability. Through our music teaching, we provide learning opportunities that enable all pupils to participate and enjoy a broad and balanced curriculum.

### **Resources**

We keep resources for music in a central store, including a variety of types of instruments. We also have access to the Charanga Musical world website.

### **Cross-Curricular Links**

Music also takes its place in the broader topic curriculum. Music from different faiths, countries and eras is reflected in our question led topic curriculum.

### **Monitoring and Review**



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The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

November 2024

Review November 2027 or sooner should changes occur.