



Riverview Primary & Nursery School

MUSIC POLICY

2022 – 2025

“This country has a proud history of music making. Down the generations, music has enriched our national identity, our community and our economy. Music education is essential to safeguarding and extending the musical life of our country for generations to come.

Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.”

“Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.”

***The Power of Music to Change Lives: A National Plan for Music Education
(DfE, June 2022)***

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.”

***Model Music Curriculum
(DfE, March 2021)***

Aims

Music at River View Primary and Nursery School aims to:

- Provide opportunities for pupils to enjoy music, explore their creativity and express themselves.
- Provide stimulating and memorable experiences which will inspire pupils to develop a love of music and engage in music for pleasure throughout the rest of their lives.
- Provide opportunities for pupils to realise their full musical potential and give them the confidence to continue engaging with music throughout their educational journey with a view to a career in music.
- Challenge pupils, encourage perseverance and provide a sense of achievement and pride.
- Be embedded in the school's curriculum as robustly as any other foundation curriculum subject.
- Provide pupils with the opportunity to listen to music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Develop pupils' appreciation of the richness of our musical heritage.
- Provide opportunities for pupils to perform both vocally and with instruments.
- Provide opportunities for pupils to perform on their own to develop their confidence and explore their own musical talents.
- Provide opportunities for pupils to perform with others to develop their collaboration skills.
- Provide a range of performance opportunities to develop their confidence, celebrate progress, and encourage pupils to take pride in their achievements.
- Give pupils a secure understanding of how music is created, produced and communicated and provide them with the appropriate vocabulary to be able to discuss this.

Early Years Foundation Stage

“...music threads through all areas of learning and development. Music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience...This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children’s learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.”

***Musical Development Matters in the Early Years
(Nicola Burke, 2018)***

Music is embedded across the whole curriculum within Early Years. However, out of the seven areas of learning in the EYFS curriculum, music is most prevalent within the following areas: Communication and Language, Physical Development, and Expressive Arts and Design. The most relevant statements taken from the Early Learning Goals in the EYFS statutory framework (2021) and Development Matters (2020) are outlined below:

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Communication and Language

3-4 year olds

- Sing a large repertoire of songs.

Reception

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

3-4 year olds

- Use large-muscle movements to wave flags and streamers, paint and make marks.

Reception

- Combine different movements with ease and fluency.

Expressive Arts and Design

3-4 year olds

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

National Curriculum (2014)

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the 2014 National Curriculum:

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 inter-related 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 at River View Primary and Nursery School

At River View Primary and Nursery School, music is embedded within the curriculum and throughout the school community, supported by the SingUp! online platform (singup.org) and the ProspectUs Curriculum (prospectuscurriculum.co.uk). Pupils will develop skills in singing, listening, composing, and performing through the following parts of the timetable:

'I Wonder' lessons

Each term, every year group focuses on a particular topic in their foundation 'I Wonder' lessons, following the ProspectUs Curriculum. Most of these topics include at least one music lesson which provides pupils with the opportunity to apply their musical knowledge and skills to a composing and performing task that is linked to the theme they have been studying.

'Project Friday' lessons

Every Friday, pupils engage in an ongoing project which concludes at the end of each half term. For every year group, one half term a year is dedicated to music, following the lesson plans within three SingUp! units.

Whole-class instrumental lessons

When pupils are in Year 4, they will receive whole-class instrumental lessons where they will begin to learn a tuned instrument (such as a ukuleles, recorder or toots). Once these lessons end, pupils are offered the opportunity to continue these lessons at a reasonable cost.

Assemblies

As pupils enter and leave the hall for main assemblies, a different piece of music is played each week for them to listen to and appreciate. These pieces of music have been taken from the recommended listening repertoire in the Model Music Curriculum 2021, and are therefore selected carefully to ensure pupils are exposed to a wide range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

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During singing assemblies, pupils have the opportunity to sing a variety of warm-ups and through this learn about vocal health and the importance of good posture and breathing. They learn and rehearse a range of songs, which often link to a current festival or event, or the assembly theme of the week. The SingUp! online song bank is used to support singing assemblies to help pupils to practise dynamics, phrasing and other musical skills such as singing in a round.

Festivals, Performances & Special Events

Throughout the year, there are a number of key events which provide opportunities for children to develop and apply their musical skills, particularly in the areas of singing and performing.

- Harvest Festival
- Remembrance assembly
- Christmas Nativity/Production
- May Day
- Summer End-of-Year Production

Pupils are usually invited to watch each other's performances. As the audience, this allows them to experience live music, and as the performers, provides them with the opportunity to perform to an audience.

Each year there are opportunities for children to experience high-quality live music. We invite musicians into school to perform a wide variety of musical genres on different instruments. Some year groups are also provided with the opportunity to experience live music as part of an educational trip, for example a visit to watch a performance at a theatre.

Other musical opportunities within school

Teachers are encouraged to include music as part of day-to-day school life. They have access to pre-recorded music from various sources but are encouraged to use the suggested singing and listening repertoire set out in the Model Music Curriculum to ensure the pieces are age-appropriate and provide a broad range.

- Listening to and singing songs during transition times in the day (such as arriving at school and hometime) can lift pupils' mood and help them to build relationships.
- Listening to and singing songs during lessons for other subjects can be a great way to embed facts, such as the times tables in maths or vocabulary in French.
- Background music can be a great way to help pupils' concentration while they are working.
- A piece of music can be used as the stimulus for a Philosophy for Children (P4C) lesson.
- Singing songs on the yard at break and lunch times, and during Forest School lessons, develops children's social skills.

Extra-curricular opportunities

- Peripatetic teachers are available for instrumental lessons (such as violin) for Key Stage 2 pupils at a reasonable cost.
- After participating in the whole-class instrumental lessons (learning an instrument such as ukuleles, recorder or toots), Key Stage 2 pupils will be offered elective lessons at a reasonable cost to continue their learning.
- Some of the after-school clubs are music based, such as choir.
- The school raises awareness of any local music schools and groups to encourage pupils to take on a music-based hobby as an out-of-school activity.

Assessment

- Pupils are given opportunities to participate in self and peer assessment. This helps them to celebrate what they have achieved so far, and understand how to progress.
- Teachers are expected to keep a record of the objectives taught and evidence of pupils' work. This is recorded in the pupils' 'I wonder' or 'Project Friday' exercise books. As a lot of the evidence for music is practical, photo and video evidence must be uploaded to the music folder on the shared Google Drive. There may also be additional evidence if music objectives

have been covered as part of another subject, such as history or French, or special event, such as the Christmas production.

- Teachers are expected to track pupils' progress against each of the music objectives on Classroom Monitor.
- Teachers are encouraged to share with the Music Subject Leader if they believe any pupils in their class have a particular 'talent' for music. The Music Subject Leader will then be able to put necessary steps in place for this to be developed further.

Parents/carers

The school aims to involve parents/carers in their children's learning as much as possible.

- Parents have access to the school's music policy as well as curriculum overviews.
- Parents are informed of their child's effort, progress and attainment in music through parent meetings and pupil reports.
- Teachers will inform parents/carers if they believe their child has a particular talent for music and will suggest enrichment activities to further develop this.
- Parents/carers are invited into school to watch performances.
- Teachers upload photos and videos of practical music activities onto the school website for parents/carers to access.
- Parents/carers are informed of any extra-curricular opportunities that their child can be involved in, such as after-school clubs and peripatetic instrumental lessons.
- The school makes parents/carers aware of any local music schools or groups providing opportunities for extra-curricular music activities outside of school.

Music Subject Leader

The Music Subject Leader is expected to take part in continuous professional development in order to stay up-to-date with the latest government statutory and non-statutory guidance by:

- attending meetings and training courses
- reading any new guidance that is released.

The Music Subject Leader is expected to support teachers in providing high quality teaching of music by:

- emailing staff to inform them of any changes
- leading music training for staff
- meeting with the headteacher to discuss the music provision in the school
- being approachable and accessible, either in person or via email, to provide specific support to any staff member who needs it
- providing a skills progression map showing the music skills taught at each year group
- providing a plan for singing assemblies which includes the warm-ups and songs to be taught.
- providing a list of pieces of music to be played for pupils to listen to during main assemblies.

The Music Subject Leader monitors and ensures the effectiveness of the music provision in school by:

- keeping an up-to-date audit of the music resources within the school
- carrying out learning walks across the school
- carrying out observations of music lessons
- carrying out book/Google Drive trawls
- monitoring how the music objectives are being tracked on Classroom Monitor
- organising concerts and performances for children to watch and perform in
- organising peripatetic music teachers to come into school for musical instrument teaching
- reviewing and updating the school music policy

Governor

The school will appoint a designated link governor who will:

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- meet with the Music Subject Leader at least once a year to discuss the effectiveness of the music provision within the school, and how it is being monitored
- visit the school and talk to pupils about their experiences of music
- promote and support the positive involvement of parents in music
- attend training and other events relating to music
- report any recommendations to the governing body
- to be involved in reviewing the school's music policy annually.

Policy Review

The Head Teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head Teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.