



## Music Curriculum Policy

### Introduction

Music is a powerful and unique form of communication and can change the way pupils feel, think and act. It increases self-discipline and creativity, aesthetic sensitivity and fulfilment and helps pupils to relate to others in our school, at home and in the wider community and indeed the world.

### Intent

The aim of our music curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our pupils develop a love of life-long reading
- British Values are an intrinsic part of the school

At the Emmaus Federation the principal aim of music is to ensure that all children 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. The children will learn to sing and to use their voices, to create and compose music on their own and collaboratively 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. They will understand and explore how music is created, produced and communicated, including the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Teaching and Learning

Music is delivered using the Music Express Scheme.

Staff will refer to Statutory National Curriculum guidance to ensure that subject content is covered appropriately for each key stage.

**Teaching and Learning will ensure pupils in Key Stage 1 are taught to:**

- Use their voices expressively and creatively, this will be taught through 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.

**Teaching and Learning will ensure pupils in Key Stage 2 are 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 Curriculum Early Years Foundation Stage**

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance.

**Implementation**

- Children will be taught in their class groups.
- Each teacher has the responsibility for the planning and teaching of music
- Children will work individually, in pairs and in groups.
- All children have the opportunity to take part in instrumental tuition provided by Lincolnshire Music Support Services.
- Musical activities are planned in such a way as to encourage full and active participation and enjoyment by all children irrespective of ability.

## **Health and Safety**

All children are taught the safe and appropriate use of equipment.

## **Equal Opportunities**

All children will have the opportunity to participate in music groups and have individual music tuition. Music helps acquire understanding and respect for other cultures and values. With appropriate resources pupils are taught about the cultural and ethnic diversity of present-day societies and the experiences of men, women and children. Music can promote a consideration of similarities and differences between individuals, groups, and communities and helps to promote positive images and challenge myths, stereotypes and misconceptions. Music helps children build an informed and balanced view of the world and their place in it.

## **Role of the Music Coordinator**

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses
- Advise and support staff with music
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings in relation to music.
- To work closely with the lead governor for music

**Signed By: Z Williams and P Gilbert**

**Position: Music Co-ordinators**

**Date: January 2022**