



HORSLEY C of E PRIMARY SCHOOL

Together, we can

Jesus said, 'Love one another as I have loved you' (John, 13)



Our Music Policy

INTENT

Music and the arts have a special place at Horsley. The school has a rich tradition of high-quality arts and music provision, reflecting the community and the distinctively Christian character of the school. Music at Horsley aims to nurture an appreciation of music as an art form. Pupils learn how to sing and compose, as well as listen with discrimination, to a range of music, reflecting different times and places. The aims of the National Curriculum are central to the school's approach to the teaching and learning of music. Significantly, music teaching aims to develop the children as performers, composers and listeners.

IMPLEMENTATION

At Foundation Stage (Year R) music is explored through thematic termly topics. For example, 'All about Me', 'Superheroes', 'Fairy Tales', 'Awesome Animals', etc. In the Early Years, music is taught as part of a programme of 'Expressive Arts'. Teachers draw upon action songs, chants and a range of different musical styles linked with the topic, harnessing children's interests. They take part in the Christmas Nativity which brings together elements of music, drama and dance.

At Key Stage 1 and 2, children receive music tuition in three termly blocks. From Years 1-6 we use the acclaimed, online music curriculum, *Charanga*. This provides a coherent and progressive curriculum combining performing, composing and appraising. Children develop the technical skills to sing and perform using pitched and unpitched percussion. They

develop as composers and improvisers, and through a range of creative work, learn about different notation systems, including standard notation.

At Horsley, the children are exposed to a range of music from different times and places and periods of music history. They develop a vocabulary for appraising music, drawing upon the interrelated dimensions of music (i.e. tempo, pitch, dynamics, texture, etc.). Across the school, children also develop a knowledge of music, and language for appraising, as they learn about 'music of the month'. A two-year cycle maps out 14 'set works' reflecting music from across the globe, including different periods of the Western Classical tradition and key composers, including female artists, works, and examples of British music.

Performing opportunities form a key part of the extended curriculum offer, and children share musical learning in assemblies, the annual Chamber Concert (usually in February), the May day celebrations and at key Christian events such as Easter, the Christingle Service and other special events. Opportunities for visiting musicians are sought so children can experience live music-making and performing.

IMPACT

At Horsley Primary School the children are encouraged to evaluate and appraise their own musical learning, and that of others. They use and apply the dimensions of music to make value judgements and offer 'next steps' for composition and performing work. Children are also assessed by the class teacher in each of the Charanga units against key objectives. Some units have a particular assessment focus, e.g. performing a simple notated melody using a pitched percussion instrument; or, to sing a song in two parts showing awareness of others. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills and knowledge they have developed in-line with the National Curriculum and these are reported to parents as part of the child's annual school report.

Music teaching and learning is monitored by the Music Lead. The school has a designated governor for music who support with subjects monitoring and evaluation. For the year 2021/22 the governor is Catherine Beard.