

# Parsloes Primary School



## Music Policy

Submitted for approval by Governing Body: January 2022

Lauren Pearce  
(Head Teacher)

Richard Hunter  
(Chair of Governors)

Ross Johnson  
(Music Lead)

Spurling Road  
Dagenham  
Essex  
RM9 5RH  
02082704925

**INTENT:**

At Parsloes Primary School we believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and in doing so increase their self-confidence, creativity and sense of achievement. The intention is that children gain a firm understanding of what music is through: listening, singing, playing, evaluating, analysing and composing across a diverse variety of historical periods, styles, traditions, and musical genres. It is important that the language acquired through lessons enables pupils to take part in discussions around a variety of music. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their new musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

## **VISION:**

The Music curriculum is based on the Charanga music scheme and aims to help pupils:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

## **At Parsloes, we can achieve this vision by:**

Encouraging children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

## **TEACHING AND LEARNING:**

### **Planning:**

Teachers are able to carry out lessons using the fully sequenced and progressive units on Charanga's online platform. On themed days, teachers have the opportunity to elect additional units related to their current topics.

EYFS follow Charanga music scheme, providing the foundations necessary to prepare for KS1 and then KS2.

### **By end of Key Stage 1 and 2**

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)

- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### **Specialist Music Teaching: Instrumental Tuition:**

Children have the opportunity to play the drums in Years 5 and 6 and are taught by a specialist teacher each week.

### **ASSESSMENT AND MONITORING:**

Assessment is based around the key knowledge and skills that have been taught throughout each unit of work. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

### **SEND:**

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

### **REMOTE LEARNING:**

Please see the Remote Learning Policy and the Covid addendum for more information.