



# **Music Policy**

**Adopted: Spring 2023  
Review: Spring 2026**

## **1. Curriculum Statement**

### **Intent**

*“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon”* (National Curriculum, 2014).

As recommended above, we aim to foster a love for music education in our pupils, whilst also developing their musical talent and skills. At Meadgate we believe in the power of music. We recognise that music has the ability to spread self-confidence and joy through our school which is something that is at the core of the Meadgate values. We recognise the important role that music can play in people’s lives and are committed to helping our pupils to realise the significance music can have in the wider community. Our curriculum aims to support pupil progress in an enjoyable, engaging way so that students embed the musical skills of listening and appraising, composing and performing.

### **Implementation**

At Meadgate we use Charanga Musical School (Essex Music Hub) to support our planning and delivery of music in line with the N.C.

*“Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual’s personal interest. The children not only learn about music; they become musicians who are able to share and perform using their new skills”* (Charanga.com, 2019).

We believe that Charanga is a supportive tool for pupils and staff; it ensures we follow our statement of intent while keeping consistency for pupils and minimising teacher workload. Charanga’s Scheme of Work ensures progress within lessons; weekly, termly and year on year. It exposes pupils to a wide range of high-quality music and supports not only auditory learners but visual and kinaesthetic too through the use of engaging on-screen resources and opportunities for pupils to move to music.

Some teachers may use additional music teaching to supplement their use of Charanga where appropriate. For example, during a Great Fire of London topic the Year 2 teacher used the song ‘London’s Burning’ to teach her class about singing in a round. In addition, performances such as the KS1 Nativity are the ideal time to develop pupil’s singing and performance skills and therefore the teacher may substitute the Charanga lessons for that half term with time spent preparing children for their performance(s).

### **Impact**

Music at Meadgate will ensure that children enjoy listening to and performing music of different styles and genres. Children will be able to evaluate and compare pieces of music

that they have listened to and will be able to comprehend and discuss its parts with reference to the inter-related dimensions of music. They can sing, feel a pulse and play instruments. Children will develop an understanding of music culture and history, both in relation to their own cultural backgrounds and those from around the world.

## **2. Teaching and Learning**

### **Listening and Appraising**

Pupils, *"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"* (N.C, 2014).

Charanga Musical School has been developed to provide a wide range of high quality music as required by the N.C and has been suitably spread through the year groups so that it is most age appropriate and engaging for pupils. The mixture of historical and contemporary pieces ensures pupils listen to a challenging and rich, but accessible, array of music in different styles and from around the world. Some sequences of lessons are based around topics which offer opportunities for cross-curricular learning while deepening understanding of musical traditions and history. The on-screen resources allow pupils the chance to evaluate music they have listened to with examples to support teacher questioning.

Pupils will, *"understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations"* (N.C, 2014).

Through the Charanga units pupils are taught to behave like musicians and to explore the inter-related dimensions of music through their discussions, with their voices and bodies and with instruments. Again this is supported with on-screen visuals.

Notation is often an aspect of music that non-specialist teachers can find difficult, not only to teach but to learn themselves! Charanga provides interactive teaching and learning resources which support the teaching of visual representations such as staves and clefs. Notations are introduced gradually using Musitrax so that most pupils are able to perform and play before being shown how this can be represented on a score.

### **Performing and Composing**

Pupils, *"learn to sing and to use their voices, to create and compose music on their own and 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"* (N.C, 2014).

#### **Singing**

Singing is central to the Charanga programme with many of the units based around songs with differentiated instrumental parts. The lessons are created in a way in which all pupils are able to perform in the class ensemble, whatever their musical ability, and help to create a meaningful and enjoyable musical experience for all.

Weekly singing assemblies play an important role in the routine at Meadgate. We love to sing together as a whole school as we believe it not only supports our skills in singing, but brings us together as a school in an empowering way. All children have the opportunity to

perform throughout the year as part of non-religious celebrations and most also take part in Christian based traditions such as our Christmas Carol Concert.

### Playing instruments

In Charanga all musical parts are differentiated to challenge individual pupils based on their age and previous music making experiences. The simplest two parts are modelled using glockenspiels and recorders although teachers are welcome to use another instrument if they are able and so wish. Notated parts can be used to extend pupils who can already read music. Trickier melodies have been designed to challenge pupils who are more advanced e.g. can play the flute. They can be encouraged to take the lead and share their expertise in class. This ensemble approach ensures an inspiring and collaborative musical learning experience. Charanga supports non-specialist music teachers with guidance on how to handle instruments and how to help pupils with their accuracy and control. In addition, some pupils have individual lessons weekly, provided by an outside agency and paid for by their parents.

### Composition

Improvisation and composition with voices and instruments is an integral part of every unit of work.

Improvisation comes naturally to all of us; humming, singing and clapping is a ritual that most people do without even realising they are creating their own original music. In Charanga, natural improvisation skills are nurtured through copy-back and question-answer games.

Composition is similar but different; where improvising is 'in the moment', composition is 'captured'. Pupils are encouraged to compose as a class, as a small group and individually. They can be performed, recorded, saved, evaluated and adapted.

## **3. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle within all subjects at Meadgate. As Music is a naturally practical subject, assessment is mostly informal and observation based.

Key musical skills are taught and then the acquisition of these skills are assessed by:

- Observing children; individually, in pairs, in a group and in class during whole class teaching
- Observing pupils' performance related skills during informal and formal performances
- Observing pupils' composition and improvisation skills during lesson time
- Using differentiated, open-ended questions that require children to explain and unpick their understanding

- Occasionally there may be work in books but this is rare

Teachers should ensure they are using the assess, plan, do, review approach as an integral part of their teaching and planning of music so that they can adapt their teaching and differentiate the learning ensuring that all pupils' needs are met. Instant oral feedback is essential as it is more meaningful to pupils and will allow pupils to make immediate changes to their work. Pupils are encouraged to peer and self-assess and make suggestions about how they can improve their own work.

#### **4. Planning and Resources**

The planning of music is achieved through the use of Charanga's website. The Scheme of Work is split into year groups, with six units of work for each year. These are designed to be taught half termly but some teachers may choose to substitute the planned unit for a more appropriate sequence of lessons for their class. For example, if they are preparing for a seasonal performance. Year group subject and skills maps are currently being updated to detail where teachers may deviate from the Charanga overview.

Music resources are kept centrally in the Expressive Arts cupboard at the bottom of the stairs. Teachers should use the resources required for their lesson and return them to the cupboard promptly so that they are available to the next class. Occasionally, instruments may be kept in classrooms e.g. as part of a display. This should be approved by the subject leader. The glockenspiel stock was recently replenished following a staff survey and audit.

#### **5. EYFS**

Early Years explore musical themes and content through the Expressive Arts and Design (EAD) Area of Learning from the EYFS Curriculum. This involves listening to, learning and singing songs, exploring the sounds of different instruments, making music and representing their thoughts and feelings through music. Music is part of every-day life in Reception and helps children to form routines. For example, the children may sing a song about washing their hands or to welcome each other in the morning. Musical instruments are readily available to the children as part of their continuous provision and support a child-led approach. The pupils are immersed in music from the beginning of the year as they begin to prepare for whole school and key stage performances such as Harvest Assembly. In addition, the children have a weekly direct teach in the form of a Charanga music lesson. This helps to prepare them for life in Year 1 and beyond. Pupils are assessed against the Early Learning Goals for EAD which are included in a written report to parents at the end of the EYFS.

#### **6. Equal Opportunities**

At Meadgate, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulty.

All children are entitled to access the music curriculum at a level appropriate to their needs. We aim to meet the needs of all our children by differentiation; providing a variety of teaching and learning styles and differentiated opportunities appropriate to ability levels. We recognise that some children will require more adult support and supervision to allow them to make progress, where others will need further challenge. Resources for children with SEND and those who are Gifted & Talented will be planned for and provided. This is already integrated into the Charanga units of work. Further advice can be sought from the school SENDCo and the music subject leader where required.

## **7. Role of the Subject Leader**

The subject leader's responsibilities are:

- to establish an ethos – how and why do we teach music at Meadgate?
- to ensure the progression of skills
- to monitor the teaching and learning of music
- to monitor resources for music, ensuring they are sufficient and replacing where budget allows
- to model the teaching of music where appropriate or requested
- to assist colleagues in other ways where appropriate or requested

## **8. Parents**

At Meadgate we love to involve parents in what we do. One of the most evident examples for music is by inviting parents to musical performances. For example, we invite parents to Harvest and Christmas Assemblies, the KS1 Nativity, the end of Year 6 production, Choir Competition etc. We also hold termly learning walks where parents may observe and/or be involved with a music lesson. Teacher assessments are shared with parents formally at the end of each academic year by written report.