



Music Policy

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Aim and objectives

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 explore a wide variety of genres and styles whilst developing the skills required to compose their own repertoire.

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; reproducing sounds from aural memory; and develop an understanding of the history of music.

The national curriculum for music aims to ensure that all pupils:

- 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.
- 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.
- Understand and explore how music is created, produced, and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

We will do this by:

- Developing each child through engagement in musical activities.
- Ensuring all pupils can access musical activities.
- Exploring and understanding how sounds are made and can be organised into musical structures.
- Developing the interrelated skills of composition, performance, and musical appreciation.
- Developing and nurturing pupils' sense of self and allow them opportunity to explore their own abilities.

Teaching and learning style

At Lindens Academy we aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities. All pupils are provided opportunities to listen and appraise different styles and genres of music. Children are taught the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics, and texture in music.

At Lindens Academy, we provide opportunities for children to work with others, to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of the history of music. All children have the opportunity to learn to play a variety of instruments, such as keyboards, steel pans, Indonesian tongue drums, African djembe drums, ukuleles, Recorders, Glockenspiels and pitched and unpitched percussion.

At Lindens Academy we recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- Setting tasks, which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Sometimes grouping children by ability and setting different tasks to each ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using teaching assistants where available to support the work of individuals or groups of children.
- Providing specialist support where individual children have particular gifts or talents.

Additional music teaching

Children from Years 1-2 have the opportunity to join the KS1 choir and children from Years 3 to 6 have the opportunity to join the KS2 choir. This is not an ability-based offer and any child who wishes to participate may do so. Our choirs aim to teach the importance of mental health and to promote a love of music by joining others with the same interest. The KS2 Choir also have the opportunity to perform with one of the largest communal choirs, Young Voices.

The choirs are set up to support a love of music, to engage all that wish to be involved and to build upon techniques introduced during music lessons. All children are taught the importance and value of the voice as an instrument and the choir follows warmups, of both voice and body, before each session. Wide varieties of songs are on offer and songs from different cultures and languages are taught as part of the Young Voices repertoire.

At Lindens Academy, children in Years 4, 5 and 6 have the opportunity to learn violin and cello through weekly 30-minute small-group lessons led by a peripatetic teacher from the Walsall Music Hub and Education Service. These lessons provide pupils with the opportunity to develop their instrumental technique, learn musical notation and build confidence in performing. The lessons also support pupils in developing a wider appreciation and enjoyment of music.

Additionally, we host additional music lessons through the company Rocksteady. Children from Reception to Year 6 can be part of their own small ensemble and learn an instrument in a weekly 30-minute lesson. These lessons are funded by parents/carers. Instruments include electric guitar, Bass guitar, Drums, Vocals and keyboards.

Performance is extremely important to develop self-confidence, enjoyment, and celebration of hard work. Performances are encouraged and we aim to develop self-belief, self-worth and heighten musical standards and expectations with each performance.

Music curriculum planning

At Lindens Academy, we aim to give every child the opportunity to experience the power of music to enhance their lives, as well as capitalizing on the benefits it provides in other areas of the curriculum. Singing, playing instruments, performing, and composing are enjoyable, creative, and fulfilling learning experiences in their own right. We believe that this learning extends beyond the music curriculum.

Music is taught throughout the academy to all children from Nursery to Year 6. Music lessons are delivered by Mr Wilson (Reception to Year 6) and Mrs Staples (Nursery) and are taught for 1 hour per week in Year 1 -Year 6. Mr Wilsons' plans are based on and are aligned with the National

Curriculum objectives. Lessons are led using the Charanga Creative scheme from Nursery to Year 6. This scheme is passionate about children's music learning and its potential to help them grow up as kind, curious, and open-minded young people who are sensitive and knowledgeable about music and the arts. Music is often integrated into other areas of the curriculum to support and enhance the work done within planned topics. A wide range of resources is available to support music teaching. We give pupils the opportunity to appreciate a wide range of high-quality live and recorded music.

Pupils at Lindens Academy are always encouraged to explore further and to take any opportunity to expand their musical ability. Plans are designed so that the topics children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work ensures that the children are increasingly challenged as they move through from year group to year group.

In addition to each child's weekly music lesson, all year groups take part in a fortnightly activity known as 'Feel Good Friday'. This takes place every other Friday at 3pm and is a resource provided through our partnership with Rocksteady. All classes take part in an online workshop where they listen and appraise different styles and genres of music and take part in various other musical activities.

The structure of our scheme of work

The Charanga Creative Music Scheme provides teachers with week-by-week lesson support for each year group in the academy. It is ideal for both specialist and non-specialist teachers and provides lesson plans, assessments, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory, and child-led approach to musical learning.

The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, different musical activities (including creating and exploring), and performing.

Each unit of work comprises strands of musical learning that correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Music Technology
 - c. Singing
 - d. Playing Instruments
 - e. Improvisation
 - f. Composition
3. Performing

The contribution of music to teaching in other curriculum areas

English: Music contributes significantly to the teaching of English in our academy by actively promoting the skills of reading, writing, speaking, and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to

stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics: The teaching of music contributes to students' mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Rhythm and structure of music are mathematically based.

PSHE and British Values: Music contributes significantly to the teaching of PSHE, SMSC and British Values. Through the common goal of making music, children learn to work effectively with other people and to build good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable events pupils participate in during their academy years.

Early Years Foundation Stage (EYFS)

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. In the Early Years Foundation Stage, music contributes to a child's development in the area of expressive arts and design. Pupils in EYFS also follow the Charanga Creative Music Scheme.

Music and Inclusion

We teach music to all children, whatever their ability and individual needs. Music forms part of the academy curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We take all reasonable steps to achieve these goals.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, such as classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable each individual child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Music may contribute towards meeting targets set out in a child's Individual Education Plan (IEP). The class teacher will liaise with the Mr Wilson (Trust Subject Expert for Music) regarding these when planning and designing tasks for music lessons.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom (for example in a music festival at an outside venue) we carry out a risk assessment prior to the activity and undertake educational visits planning to ensure the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers evaluate children's musical progress through informal observations during lessons. Each class highlights their work from various topics in a dedicated Floor Book. Additional evidence is collected during academy performances or other events, often in the form of recordings or

photographs, which are also included in the Floor Books. At the end of each topic, teachers complete an assessment log divided into seven strands: Listen & Appraise, Games, Singing, Playing Instruments, Improvisation, Composition, and Performance. This log provides valuable insights, helping teachers identify areas where a child may need support or further challenges in the next unit. All class performances are uploaded to the online evidence section of our Academy Charanga portal. Parents and carers give consent for photograph/s videos to be uploaded onto this portal as it is an external website.

Resources

There is a range of resources available for the use of all staff, including Charanga, ABRSM 100, Sing Up, ARK and a wide variety of instruments. We keep these resources in a central store. They are regularly checked for safety and relevance and new resources may be purchased as needed. Risk assessments may be carried out according to the activity planned.

Monitoring and review

The Music subject leader (Mr Wilson) is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for the subject in the academy.

The music subject leader is responsible for writing a development plan for music, which is updated annually indicating current performance, and identifying critical issues and steps for success. The music leader is responsible for liaising with the professionals that teach music within the academy and gaining feedback of progress.

This Music policy will be reviewed every two years by the Music subject leader in consultation with the Senior Leadership Team. The policy may be updated sooner if there are changes to statutory guidance, curriculum requirements, or academy priorities.

Music Expectations



Music at Lindens Academy should:



- Be consistently taught throughout the academic year. Music lessons should be delivered weekly.
- Use the resource Charanga Creative Scheme to plan and deliver every lesson from Nursery to Year 6.
- Create a love for Music of a variety of styles and Genres from around the world.
- Include the use of instruments, including: Percussion, Voice, Steel Pans, Keyboards, Glockenspiels, Recorders and Ukuleles.
- Be evidenced every half term in each class floor book, using the template provided. At the end of each topic, a video of the children performing what they have learnt must be recorded and uploaded to the digital evidence folder on Charanga.
- The weekly lesson document should be updated after each lesson to record the activities completed and the outcomes achieved.
- Assessed using the half-termly assessment log.

The Music scheme will be found on

https://walsallmusichub.charanga.com/user/login?redirect=y&redirect_to=%2Fscheme

Select the Creative scheme and then select your year and topic, which you are exploring.