

Loxley Primary School

Music Policy



‘Music is a language the whole world speaks.’

Statement of Intent

Music can raise a person's mood, generate excitement or create a calm and relaxed environment. At Loxley, we value all that music has to offer and in line with our tradition of 'aiming high together', we aspire for every child to be able to play a tuned musical instrument by the time they leave our school. We deliver a high-quality music education which engages and inspires pupils to develop a love of music and their talent as musicians which we hope in turn increases their self-confidence, creativity and sense of achievement. As pupils progress and their skills advance, we encourage them to compose their own music and to listen with appreciation to a wide variety of musical genres.



Loxley Primary School delivers a broad and deep music curriculum, which exceeds national requirements, which enables pupils to:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and to progress to the next level of musical excellence.
- 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.
- Play a musical instrument to a rudimentary standard.
- Use and understand basic musical notation.

Implementation

- **Teaching and learning**

1.1. Teaching of music is delivered by class teachers except in Y4 and Y5 where a specialist teacher from the Sheffield Music Hub teaches whole class clarinet with the support of Loxley members of staff.

1.2. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

1.3. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music
- To play a tuned musical instrument

1.4. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

• **Musical events and opportunities**

1.5. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

1.6. We give all children an opportunity to perform to an audience. This could be at the annual music concert to parents, the Christmas Carol Service, the class performance, the talent show or the Sheffield Festival of Folk Carols.

1.7. We frequently have musicians coming into school. The children love watching and listening to musicians performing. Even some of the staff have been known to perform either individually or as a band for the children!

• **Singing**



1.8. We love singing at Loxley! Singing is great for our wellbeing, whether singing solo, as a group or as a whole school. We sing in performances, assemblies, concerts, Carol services and talent shows.

1.9. We believe that singing helps a child read, speak more clearly and helps to teach them a greater variety of vocabulary. It helps a child learn how to keep a rhythm and learn how to rhyme words. Children learn the importance of listening in order to

learn their favourite songs. They learn how to enjoy listening to things and how to think about things while they listen. Being part of a group or choir can give children a feeling of belonging. We also integrate singing into many other areas of the curriculum.

- **Playing**

1.10. How many adults have you heard say ‘I wish I could play an instrument’? Well, at Loxley, we can! The children experience a variety of untuned instruments throughout school, developing their sense of rhythm and dynamics.



1.11. At Loxley Primary School, we like to ‘aim high’ and our ambition is that every child will be able to play a tuned musical instrument by the time they leave the school in Y6. After experiences of tuned and untuned instruments in Reception and Y1, in Y2 and Y3, the children learn to play the recorder. Then this progresses nicely onto the clarinet in Y4 and Y5, followed by keyboards in Y6.

1.12. In addition to this, we offer a variety of music lessons for children whose parents wish to enrol with peripatetic music teachers. They offer lessons in violin, cello, piano, keyboard, flute, clarinet and saxophone. We also signpost children who wish to play guitar, to an external provider.

1.13. Children not only learn how to play an instrument but also all the associated skills required to be able to play, including knowledge of different rhythms, how to look after the instrument, how to read music, how to play in groups and how to play different parts.

- **Composing**

1.14. The children draw from their experiences in order to be able to compose music of their own.

1.15. The children have even worked on the lyrics for ‘**The Loxley Carol**’. Having listened to local carols, we decided that it was time for Loxley to have its own Christmas carol and who better than the children of Loxley Primary School to work together to write the lyrics. The carol is sung to the tune ‘Rodney Hill’. Many children past and present will know this to be the melody for our leaver’s song ‘When You Go On Your Way’.

- **Appraising**

1.16. Not only do we enjoy singing and playing instruments but we also enjoy listening to music too. This is not just something offered as part of the music curriculum but infiltrates into all aspects of school life including P.E., history, English (e.g. 'mood music' when writing stories), assemblies and performances.

1.17. The children have opportunities to listen to live music in a range of ways throughout the year. We have musicians who visit school from time to time, including the Sheffield Music Hub and local duo 'Toffee' who perform songs in connection to the Sheffield Flood.

1.18. The children also have the opportunity to listen to each other play during our Carol Service, Talent Show, assemblies and annual music concert.

Recurring Concepts

1.19. Our key concepts in music interweave throughout our curriculum from Y1 through to Y6 with firm foundations beginning in Reception. We identify the following as key concepts; **Tempo, Beat, Melody, Pitch, Dynamics, Rhythm, Texture, Harmony, Musicality**

SEND and disadvantaged

1.20. We are keen to remove as many barriers as possible in order to provide an ambitious music curriculum for our pupils with SEND. Teachers endeavour to make music lessons as inclusive as possible by anticipating and minimising problems by making modifications or adjustments to activities. Sometimes this may be by providing a parallel activity for students so that they can work towards the same lesson objective as their peers but in a different way e.g. using a laptop. Occasionally, pupils with SEND may have to work on different activities or work towards different objectives than their peers.

1.21. Examples of the types of support we may offer during music lessons are;

- Use visual clues whilst playing music, reading music or reading lyrics such as pictures, actions or graphic scores
- Set suitable learning challenges
- Ensure that pupils can hear and see as clearly as possible
- Reducing reliance on memory by building in lots of repetition
- Scaffolding

1.22. As stated in our pupil premium statement, our focus is on enabling disadvantaged pupils to have maximum benefit from the rich and broad curriculum we offer at Loxley focussing most keenly on learning which is most likely to offer life changing opportunities. The ability to appreciate music, sing and play a musical instrument is clearly a life changing opportunity and therefore it is a fundamental priority to enable disadvantaged pupils to have a high level of success in these areas of learning compared to their peers. At Loxley therefore we ensure that musical instrument tuition is integrated into our curriculum as an entitlement for all not just as a peripatetic experience for a few whose parents can afford it and have the capacity to keep their children motivated to play at home. It is important that disadvantaged children have appropriate access (usually full access) to first quality teaching and the cultural capital offered through music. Any interventions taking pupils out of music lessons should be carefully matched to pupils' needs and judicious thought should be given to the trade-off between learning the child may miss out on from not being involved in the main class activity or by being in the classroom compared to the benefits of the intervention itself. (More information can be found in the school's Pupil Premium Statement)

- **Diversity**

1.23. We recognise and celebrate the variety of achievements and life experiences of people from a wide range of cultures and backgrounds. We encourage pupils to use empathy and recognise bias in order that children can see how music has been interpreted in the past and how these interpretations have been favourable/unfavourable to different groups of people.

1.24. We learn about music from all over the world. Some examples are; Kenya, China, Scotland, France, India and Scandinavia.

1.25. One way in which we encourage children to look at aspects of music in an unbiased way are through enquiry questions. Examples of these are;

- Who, in your opinion, is the most influential female composer?
- Who, in your opinion, is the most influential non-European composer?
- Does music sound the same in all countries?

- **Resources**

1.26. Musical resources are stored in each classroom, including books and instruments as well as in the hall.

Impact

1.27. We measure the impact of music in our curriculum in a number of ways including;

- Readiness for secondary school; an aim for all children to be able to read musical notation and have the basic skills required to be able to play a musical instrument.
- A large number of children will continue to play at secondary school. We firmly believe that this is a true test of the success of our children in learning to play musical instruments.
- The range of tuned musical instruments played by pupils are varied and includes chime bars, recorders, clarinet, keyboard as well as having the option to take up individual or small group lessons in flute, saxophone, clarinet, keyboard and piano.
- Children sing with enthusiasm during lesson time and assemblies.
- Children have the confidence to perform to an audience in class plays, performances and concerts.
- Participation in extra-curricular clubs will be extensive across school.
- The number of children who choose to have peripatetic lessons in school and at home will be extensive.



What will a Loxley Musician look like?

1.28. We endeavour to give the children at Loxley a wide range of experiences in music. In aiming high together, we aspire that during their time at our school, a Loxley musician will be able to;

- Play musical instruments with increasing accuracy, fluency, control and expression
- Perform in solo and ensemble contexts
- 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 standard musical notation
- 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 musical history

How do we enrich pupils' learning in music above and beyond the National Curriculum?

- 1.29. The National Curriculum states '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.' At Loxley Primary School, we endeavour to take that even further. Through recruitment, retention and on-going CPD, we have many staff who have a genuine love of music or who are experienced musicians themselves. This enthusiasm and love of music shines through in lessons as well as other activities throughout the school year.
- 1.30. We provide many opportunities for children to perform; Carol services, 'Carols in the Woods' (our own carol sing in our own woodland), assemblies, our annual music concert to parents, talent shows and class performances.
- 1.31. We enable children to listen to live music whenever possible, including from time to time, our own staff band!
- 1.32. We ensure every child* can play a tuned instrument to a rudimentary level and has an understanding of musical notation.

*Unless there are specific prohibiting factors relating to that child's needs.