



IGNITE INNOVATE INSPIRE

Policy for Music

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

Plato

Golden Thread - More Than Just Sound

Curriculum Vision: Why we teach this music curriculum

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfill their unique potential and become active members of the wider global community. We understand that the performing arts can inspire and motivate children, and play an important role in their personal development as well as their emotional wellbeing. It can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies.

What we teach in our music curriculum

At Monkhouse, we provide a broad, balanced and progressive music curriculum which is integrated into other areas of the curriculum, where appropriate. We aim to ignite a passion for learning and exploring music from a variety of genres and throughout history. We hope to inspire children to see the world beyond the music they listen to in their own community and we aim to provide them with the skills and confidence to innovate their knowledge of music to add meaning to their learning.

How we teach our music curriculum

We recognise that music is a specialist subject and not all teachers are musical specialists. We use a specialist along with staff for our teaching of discrete music lessons. Our use of Charanga and Sing Up supports all staff to deliver high quality additional sessions. Teachers may use the Charanga scheme of work as a supplement to their music lessons rather than following it as a prescribed model. Music lessons are broken down into half-term units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests. Each unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons usually follow a learning sequence: • Listen and Appraise • Musical Activities (including pulse and rhythm) • Singing and Voice • Playing instruments • Composition • Perform and Share

EYFS

In the Early Years Foundation Stage, music threads through all areas of learning and development. Educators will offer a wide range of provocations which inspire children to hear, listen and talk about what they have heard, for example identifying and matching an instrumental sound to distinguishing and describing changes in music. In the aspect of vocalising and singing, children will have the opportunity to join in with a variety of rhymes and songs, including songs and music from other countries, cultures, genres and periods in time. In the aspect of moving and dancing, children will be given the opportunity to physically respond to different genres of music through movement. In the aspect of exploring and playing, children will be provided with the opportunity to observe, explore, experiment, practise, repeat and consolidate musical ideas and skills to communicate and respond to experiences through music. They will play with a wide range of traditional classroom instruments, as well as other materials, to create different sounds appropriate to their age.

Assessment

We use charanga to assess key skills and knowledge in a unit and this helps identify children who require more support or have a musical talent. Throughout a unit of work/every half term, practical evidence demonstrating musical skills and knowledge should be uploaded to the appropriate year group music seesaw folder.

Participation - Community, school, local, regional, national and global

Wider Opportunities is an exciting and innovative, instrumental and vocal programme funded by the DFE that gives all children the opportunity to learn a musical instrument. Wider opportunities lessons are taught in two Key Stage 2 classes. The sessions are taught by a Music Service Specialist Tutor with participation of school staff.

The programme works best when it is a true partnership between school, the Local Authority Music Hub, home and the wider community. In some schools children continue to play in more advanced groups. The full engagement of the class teacher can lead to new music skills in the classroom.

Singing Strategy

The National Music plan states that "every school should have a Singing Strategy to ensure every child sings regularly. At Monkhouse, we use the North Tyneside recommended singing strategy material "School Song Book" to support coverage and progression in conjunction with the Charanga song bank and popular music to engage the children. We sing regularly and in addition, sing as a whole school in assemblies. We also offer the opportunity to sing in a school choir, which performs in concerts and shows within the local area.

Instrumental Provision

At Monkhouse we offer a range of instrumental lessons, which are delivered by visiting tutors. These provide progression routes for children who have experienced instrumental lessons in a whole class environment. These are taught in small groups and are paid for by the parents on a termly basis. More able children are directed to North Tyneside Music Education Hub (NTMEH) ensembles to enable further progression.

Participation - Community, School, Local, Regional, National and Global

At Monkhouse, we recognise the importance of community links to both the pupils, parents and the wider community. We perform in a variety of establishments e.g. Whitley Bay Playhouse and local shopping centers and parks as a way of supporting and engaging with members of our wider community and developing children's understanding of the impact they can have if they give their time to others..

NTMEH

Monkhouse Primary school has strong links with NTMEH and takes advantage of the extensive offer to participate in large scale performance events and music celebrations throughout the year.

Impact

The high quality and engaging nature of our curriculum can be seen using our Seesaw app. Work is regularly uploaded which enables all staff to see how children are progressing in the subject. Our Music Curriculum enriches children's cultural understanding and offers them experiences that develop them as musicians and people. If children are keeping up with the curriculum, they are deemed to be making good or better progress and their attainment is regularly recorded (minimum of each term). The positive impact of our music curriculum is proven by the uptake of Music and Performing Arts based extra-curricular clubs, shows and peripatetic teaching.