



# **The Forest CE Federation**

**'Small enough to care. Large enough to inspire  
Valuing all God's children '**

*all things are possible for one who believes' Mark 9 v 23*

## **The Forest CE Federation**

### **Music Policy**

**Reviewed October 2021**



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## Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care , Large enough to inspire , Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

**'All things are possible for one who believes' Mark 9 v23 .**

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.



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## Music Policy

*"Music expresses feeling and thought, without language; it was below and before speech, and it is above and beyond all words."* – Robert G. Ingersoll

Within the Forest Federation, we aim to provide opportunities that allow our children to become creative, curious and confident individuals. The Charanga Musical School Scheme provides a vast amount of musical experience through 'listening and appraising'; 'creating and exploring' and 'singing and performing.'

**This document states the aims, principles, strategies and organisation of the teaching of music through Reception, Key Stage 1 and Key Stage 2.**

### National Curriculum Statement

*'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.'*

### Aims and objectives:

The objectives of teaching music in our school follow those set out in the National Curriculum and will enable children 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.



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- Learn to sing and 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Within The Forest Federation, we use 'The Charanga Musical School' scheme of work which supports all the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. It provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression and engaging and exciting whiteboard resources to support every lesson.

The scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on: **Listening and appraising; Musical Activities – creating and exploring; and Singing and performing.**

## Teaching and learning

Music lessons across the schools are delivered by class teachers. The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children have the opportunity to use/listen to a wide range of instruments.

Children are given the opportunity to learn a variety of musical instruments on an individual basis in lessons delivered by peripatetic teachers and paid for by parents.



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Children have the opportunity to take part in Class workshops delivered by NMPAT over a 10 week block.

Children also have the opportunity to sing in a school choir.

## **EYFS**

Music plays an important part in a child's early development. The Early Years Foundation Curriculum encompasses all areas of creative development, particularly in Expressive Arts and Design.

## **Key Stage 1**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and rhymes.
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **Key Stage 2**

Pupils should be taught to sing and play musically with increasing control and confidence. They should develop an understanding of musical composition, organising ideas within musical structures and reproducing sounds from memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes.



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- Listen with attention to detail and recall sounds with increasing memory.
- Use and understand staff and other musical notations.

## **Assessment**

This is undertaken in a range of ways:

- Questioning in order to understand the child's musical understanding (open ended questioning and using the outcomes to guide formative assessment.)
- Sharing what has taken place in a lesson which is also a great skill when working towards performing to an audience.
- Videos and voice recordings taken over the unit to see progression.

## **Differentiation**

All children will access the music curriculum whatever their ability and individual needs. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. Children with exceptional musical skills will be identified early. Children who have Special Educational Needs will have support in lessons.

## **Equal Opportunities**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is the opportunity to value, explore and perform music of all cultures. Music plays an important part in celebrating religious and cultural festivals.



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## **The contribution of music to teaching in other curriculum areas**

### **English**

Music contributes significantly to the teaching of English in our school 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 children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Personal, social and health education (PSHE)**

Music contributes significantly to the teaching of personal, social and health education. Through making music, children learn to work effectively with others, establishing 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, building their self-confidence.

### **Performance opportunities**

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include assemblies, NMPAT end of session performances for parents and 'The Big Sing.'

### **Resources**

The school has a number of tuned and un-tuned percussion instruments including; chime bars, small drums, maraccas, tambourines, beaters of various sizes as well as computers/tablets. Teachers use range of sources to broaden the children's experiences.



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## Responsibility

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school improvement plan linked to music.
- Monitoring the delivery of the published scheme of work and advising on action needed
- Identifying appropriate staff training
- Supporting colleagues in their planning and implementation of the scheme of work and in assessing the progress of their children against the age related expectations.
- Maintaining a file of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.