



Music Policy

September 2021

Folville Junior School Music Policy

Value Statement

We believe that music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgments about musical quality. At Folville, we encourage active involvement in different forms of amateur music making, both individual and communal, thereby developing a sense of group identity and togetherness.

Music also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment. We firmly believe that music plays a vital role in a child's development and seek to offer a range of opportunities for children to participate in playing instruments as well as experiencing music in other forms.

National Curriculum.

Purpose of study

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

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

Key Stage 2

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 and reproducing sounds from aural 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 using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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 the history of music

Music Tuition

Every child at Folville learns strings, recorders, djembe and samba. In addition, Folville has provision for a brass ensemble, djembe, samba, orchestra, recorders and a singing club.

Currently at Folville we have peripatetic music teachers for cello, brass, violin, viola, flute, fife, guitar, xylophone and ukulele who attend on a weekly basis. Peripatetic music lessons, in agreement with the Governors, are subsidized for those children who show aptitude and wish to pursue instrument lessons. For those children receiving Pupil premium, the subsidy offered is greater.

Organization

Music is taught as discrete subject lessons, the majority of which are linked in some way to the topic being studied. Year groups plan to cover the 5 main elements throughout the course of the year. The following table gives a broad outline of the music curriculum. The following table gives a broad outline of the music curriculum at Folville and how each year group meets the 6 areas of the curriculum.

Policy date September 2021

Policy to be reviewed September 2022

Areas	Year 3	Year 4	Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	-Boomwackers -Strings -Singing -Christmas play	-recorders -Singing for orchestra. -Christmas performance	-Djembe -Romans	-WW2 singing -Samba -karaoke.
Improvise and compose music for a range of purposes using the interrelated dimensions of music.	-Boomwackers -Settings- Toy Story -Picture story	- Dance Ejay.	- Djembe	-Samba -WW2 singing
Listen with attention to detail and recall sounds with increasing aural memory.	-Strings -Boomwackers	-recorders -orchestra.	- Peter and the Wolf - Djembe	-Samba
Use and understand staff and other musical notations.	-Boomwackers -Baby notes	-recorders. -basic notes -orchestra		-Japan
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	-Assembly -China day- Gamelan -Country dance	- Assembly - Indian dance - Recorders- Mexican. - Orchestra- Beethoven.	- Assembly - Peter and the Wolf - Roman day	-Assembly -WW2 -Japan
Develop an understanding of the history of music	-Country dance -Egyptians	- India -Tudors	Romans	-WW2
Other.		Cross-curricular science.	Recorders	School Radio