



# Music

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## Aims and Objectives

At Honington CECVP School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum purpose of study which states: "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 pupil's 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." National Curriculum 2014

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

## Teaching and Learning

At Honington CECVP School, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to listen and appraise, explore and develop technical skills through practical music activities and perform and share their work. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to recognise the musical elements of: Duration, dynamics, pitch, tempo, timbre, texture. Children are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

At Honington CEVCP School we use the Suffolk 'Charanga' Music scheme to ensure full coverage and progression in pupil's learning. The Scheme supports all the requirements of the National Curriculum.

## **Assessment and Recording**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. Other sound based methods are also employed to capture children's performances. On completion of a piece of work, the teacher will assess the work and give oral or written feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Assessment is used as a tool for helping children to make future progress. Individual class teachers will keep samples of children's work for their own evidence.

Teachers assess children's knowledge, understanding and skills in Music by making observations of the children working during lessons. Feedback given verbally to children by their peers or teachers. Children are also encouraged to be critical of their own work, highlighting their own next steps. Foundation subjects will be assessed by class teachers using Insight, showing children's attainment and progress. Leaders then analyse this data and provide feedback to the teachers in order to inform and improve future practice.

## **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, mixed ability grouping and talk partners to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

## **Spiritual, moral, social and cultural development and British Values**

Collaborative work in Music develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.