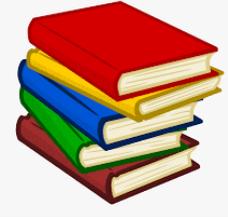
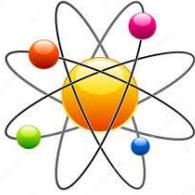




MUSIC CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical Education	Personal, Social and Health Education		

Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2021 National Curriculum.

Policy development

This policy was developed by the music coordinator, in consultation with staff, pupils and governors.

Vision

At New Haw, our vision is to inspire a love of music that not only develops a subject-specific skill set, but also challenges children to consider their understanding of history, art, technology and culture; thus reinforcing local as well as global themes. Where words fail, music speaks. Through the unifying powers of music, we aim to provide all pupils – regardless of race, gender or ability – with a platform to express themselves through this unique form of communication that can change the way they feel, think and act. We strive to use music to promote emotional development and an appreciation of others, therefore forging important links between home, school and the wider world. Through the provision and integration of enriching performance opportunities, we aim to bring together all aspects of school life in order to promote a cohesive, inclusive, inter-connected and dynamic school community.

Curriculum Design

Curriculum Map

Unit Overview	Term 1	Term 2	Term 3
Year 3	Autumn 1 Music Notation (Merrily we Roll) taught by C. Dale Autumn 2 Reggae	Spring 1 Rock music Spring 2 R and B	Summer 1 Primary Robins – Classical singing Summer 2 Primary Robins – Classical singing
Year 4	Autumn 1 Gospel Autumn 2 Play and play again taught by C. Dale	Spring 1 Primary Robins – Classical singing Spring 2 Primary Robins – Classical singing	Summer 1 Pop music Summer 2 Rock and Roll
Year 5	Autumn 1 Primary Robins – Classical singing Autumn 2 Primary Robins – Classical singing	Spring 1 Rap music Spring 2 Rock music taught by C.Dale	Summer 1 Contemporary/ballad Summer 2 Sea shanties
Year 6	Autumn 1 Pop music Autumn 2 Pop music continued	Spring 1 Blues taught by C. Dale Spring 2 Classical singing	Summer 1 Motown Summer 2 Gamelan and music from around the world - taught by C. Dale

Rationale

The curriculum at New Haw is designed to ensure universal provision of music education, for all pupils. Our lessons contribute to the development of musicianship in the following four key areas: singing, listening, composition and performing/instrumental performance.

Singing: Lessons are sequenced to build upon quality vocal production and a well-developed sense of pitch. In lower Key Stage 2, pupils are taught how to sing in time (mainly within group ensembles) and they are provided with strategies to help them to sing in unison, with the emphasis on observing and following a conductor. In upper key stage 2, the challenge increases; the focus centres around helping children to sing in harmony (two or three parts) and to consider the impact of phrasing and dynamics. By Year 6, through appraisal/evaluative work, children learn to identify breathing techniques, posture, dynamics and phrasing in musical pieces and they are encouraged to apply these elements to their own performances.

We offer children the opportunity to understand and appreciate a wide range of musical compositions, spanning a range of different geographical and cultural spectrums. The genres that we focus on in our lessons include: reggae, R and B, rock, South African music and classical (Year 3) gospel, pop and classical (Year 4) pop, soft rock, rap, sea shanties, contemporary and classical (Year 5) and pop, blues, classical, gospel, Motown, folk, gamelan and scat (Year 6).

We specifically revisit the classical genre in every year group in order to help embed children's understanding and appreciation of the early historical origins of music. Through the Primary Robins scheme, we are able to further enhance this knowledge through the provision of professional singing lessons (led by classically trained singing teachers) to all pupils across Years 3, 4 and 5.

Listening: Listening to music is critical to musical understanding. As such, aural skills are focused on in all units in order to (a) reflect on how compositions are constructed (b) consider the impact of musical elements on the listeners in terms of mood/emotion (c) try to establish the significance/meaning of lyrics and (d) evaluate the overall intent of musical pieces.

Opportunities to apply aural skills are of great importance too. In lower key stage 2, children are taught how to identify and copy simple rhythms aurally, including crotchets, minims, semibreves, quavers and 1 beat rests. In the upper years, we move onto exposing pupils to more complex rhythms, including dotted rhythms, tied notes and semibreve, minim and crotchet rests. By Year 6, children are encouraged to be able to aurally recognise repetition, variation of pitch and duration, contrasts and elements that contribute to expressing certain emotions – e.g. through dissonance.

Composition: The creative process of composing, with its wide horizons of possibility, gives pupils 'an opportunity to contribute to musical culture in unique and valuable ways.' (NC) Because of this, composition skills at New Haw are interwoven in all of our music topics. As pupils transition through each year group, they develop and refine the craft of creating melodies and fashioning these into short pieces. Familiarity with a wide range of diverse music feeds into great compositions, which is why music assemblies (separate to the in-class music lessons) have also additionally been devised to draw children's attention to the works of many of the greatest composers and music styles, ranging from Baroque to 21st century songs. In Years 3 and 4, children begin to compose 4 bar melodies, improvise simple harmony parts and consider speed, dynamics and tone in their musical creations. In Year 5, children compose more complicated arrangements, including arpeggio and alberti arrangements of chords. By the end of Year 6, we aim for pupils to be able to create improvisations over instrumental sections, using a variety of instruments. They are

encouraged to consider 2 parts (including harmonies and scat ostinatos) and are challenged to try to use their compositions to convey specific moods. We aim for children to be proficient at using the pentatonic scale as well as being able to carefully consider rhythmic variety to form interest.

Performing/instrumental performance: We provide children with a platform to celebrate, share and experience music of all kinds in order to consolidate the learning within the MNC. We apply the following principles of performance across all year groups: development of stagecraft; sequencing of performances to maximise impact and maintain audience engagement; encouragement of peer feedback and seeking opportunities for collaboration. In lower school, children take part in a range of ensemble performances which include simple rhythmic ostinatos. In Years 5 and 6, the focus moves to introducing and consolidating more complex rhythms with leaps and intervals of fifths.

Music theory plays a huge role in securing children's musical understanding. As such, we have integrated music notation lessons into all year groups, delivered by a specialist music teacher. Lessons are aimed to sequentially build upon the recognition of musical notes, symbols and terminology. In Year 3, the emphasis is mainly on crotchets, paired quavers, minims, allegro, adagio and a range of a third on the staff line. In Year 4, these elements are reinforced, and the following are introduced: rests, range of a 5th, crescendo and decrescendo. In Years 5 and 6, the challenge continues to increase through the introduction of: semibreves, rests, time signatures (2/4, 3/4 and 4/4) and a range of an octave. In Year 6, we are ambitious about children exploring treble clef as well as bass clef notes, with an increased sense of precision.

Assessing progress

At New Haw we have carefully considered what it means to 'get better' in music. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more. In addition, children are given opportunities to demonstrate the knowledge and skills taught in each unit by applying them to group performances that are self, teacher and peer evaluated.

Delivery

In every year group, children are taught either by a class teacher, a music specialist, or a professional singing teacher from the Primary Robins company. All teachers use a variety of teaching strategies and stimuli to develop and promote high quality musicianship. Ongoing CPD is offered to class teachers - with two whole terms available for them to observe and participate in music lessons led by professional and/or highly qualified music specialist teachers. Yearly music staff- training sessions also help to further increase teacher subject knowledge and yield greater confidence.

Enrichment

Music lends itself to a wide variety of enrichment opportunities.

First, this comes through music performances. Children are given the chance to perform in front of their own individual classes, as well as the entire school community – either face to face or virtually. This takes shape in the following ways:

Class assemblies: Each week, one class performs a ten minute assembly to the whole school (and to their parents) based on a curriculum topic. Music and dance form an integral part of these performances.

Performing arts evening: Children are invited to perform in a yearly performing arts evening to a live audience. They are given the chance to showcase their talents, with all proceeds from ticket purchases invested into buying high quality musical instruments and resources suggested by pupils and teachers.

Celebration evening: A range of musical performances are brought together during Celebration Evening, allowing children to display their musical abilities.

Year 6 production: Every Summer, children in Year 6 learn and perform an annual musical theatre production on the school stage, based on famous West End shows. All pupils, teachers and parents of the performers are invited to watch the production, as well as key stage 1 feeder school pupils and teachers.

Classical singing concert: Pupils take part in a classical singing concert (open to parents and other individuals from the local community) where they perform songs from their professional singing lessons – led by opera teachers from *The Grange Opera House*.

Music assemblies: In addition to classroom based music lessons, children are given the chance to not only learn from the works of notorious composers (medieval to contemporary) through weekly virtual music assemblies, but they are also exposed to music sessions that develop their composition and performance skills through specially devised contemporary body percussion and rap-writing projects.

Secondly, school trips contribute to enriching children's musical experiences and developing their appreciation of different styles, cultures and performance platforms. Trips include: attending a prestigious singing concert at Royal Holloway University; performing at the O2 stadium in London; watching a professional opera performance at The Grange Opera House and performing at places of worship, such as Heathervale Baptist Church.

Thirdly, in terms of our extra curricular clubs, we offer all children from Years 3 to 6 the chance to join a very dynamic choir, led by music specialists. The school choir perform at all major school events, as well as community events – such as the turning on the Christmas lights in New Haw and concerts held at local elderly homes and at the New Haw vet labs. We also run an additional singing group (audition-only) that focuses on giving children - identified as musically talented - the chance to perform on large platforms (such as at the O2 stadium in London) or to take part in regional competitions and performances. Furthermore, Surrey Arts and Rock and Pop offer piano and guitar lessons to provide pupils with small group as well as one to one music tuition.

Finally, highly talented musicians (such as West End music directors) are invited into school to perform to pupils with the aim of inspiring and motivating pupils to play musical instruments. Children are also given the chance to attend practical, engaging and educational music workshops in-school (led by professional musicians) as well as out of school, eg at a local secondary school. Additionally, in Years 3, 4 and 5, a professional classical singer/performer from the Grange Park Opera delivers singing lessons to each year group.

Inclusion

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our

emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

Monitoring impact

The music co-ordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of co-ordinator action plans. These then feed into the school development plan.

Coordinator

The music coordinator at New Haw is Lina Buttaci who is part of the Surrey Arts Hub network group.

Review

This policy was last reviewed on 18th June 2021, and will be reviewed again in summer 2022.

