



<b>Date Policy Agreed by Governors:</b>		<b>Date Policy to be Reviewed:</b>	
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## Music and Performing Arts Policy

### Aim

Our Music and Performing Arts curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum for Music, we offer opportunities for students to develop their talents in all aspects of music including performance, composition, improvisation, singing and musical appreciation. We strive to give students a sense of purpose, belonging and community in school, and use music as the platform to achieve this. Students are encouraged to perform regularly in shows, assemblies and at large-scale events. Small group instrumental lessons are available for those who wish to learn a musical instrument. Music gives students at Hallgate Primary School a sense of belonging, a chance to express themselves, build confidence, teamworking, resilience, pride and creativity.

We work closely with the Local Authority Music Education Hub who support us to deliver curriculum lessons, instrumental lessons, live music events, CPD and workshops with local professional musicians. We use the 'Charanga' musical resources and schemes of work to support our teachers to deliver the most engaging music curriculum possible.

### Intent

At Hallgate Primary School, our vision and values are at the core of everything we do; they underpin our teaching and learning and create an environment which supports our children to become successful learners, confident individuals and responsible citizens. We ensure that our pupils enjoy an existing and challenging curriculum, which equips them with the skills needed for a successful future.

### Successful Learners

At Hallgate Primary School we take responsibility for ensuring that our children are equipped with the essential skills that they need to be successful learners and we are committed to ensuring that all children make good progress from their starting points in core areas of the curriculum.

We place a strong emphasis on developing pupils as 'Super Learners'; encouraging a positive attitude to learning which equips children with the confidence and resilience they need to be good learners.

Our six core skills are : Concentrate, Don't give up, Co-operate, Have a go, Keep improving, and Enjoy learning.



We aim to develop a love of learning which encourages curiosity, engagement and enjoyment. We place a strong emphasis on developing skills for life and encourage learning for a purpose, enabling children to make links between different areas of the curriculum and apply their learning in a meaningful way. We pride ourselves on offering pupils a broad, balanced and vibrant curriculum with exciting and stimulating learning opportunities in all areas of the curriculum.

### **Confident Individuals**

Our aim is to enable all pupils to become confident individuals who face new challenges with ease and see themselves as successful learners and valued individuals.

We want pupils to be able to have a go, make mistakes and keep improving within a learning environment, where they feel safe, secure, supported, valued and calm. This is facilitated at Hallgate Primary School through promoting a strong values ethos, clear behaviour expectations, a well organised learning environment and quality first teaching in the classrooms.

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focused lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.

We are committed to providing pupils with a wide range of opportunities which broaden their skills and develop their confidence. The chance to see, hear, participate in a range of experiences enrich the quality of pupils' lives and develop skills such as cooperation, creativity, innovation, problem solving, self-expression, leadership and independence.

### **Responsible Citizens**

Integral to the Hallgate Curriculum is a commitment to developing well rounded, responsible citizens who care about each other, their school, their community and their world.

This is done through the promotion of Hallgate Values, British Values and an emphasis on Spiritual, Moral, Social and Cultural Development throughout the curriculum. Children



are taught what it means to be responsible citizens and are given opportunities to put this into practice.

### **Subject Curriculum Intent (Music and Performing Arts)**

Our vision for Music and Performing Arts is to provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of musical styles. We aim for every child to leave Hallgate Primary School with a range of musical skills and knowledge. We also encourage the children to develop an understanding and love of music which they can carry with them for the rest of their lives. Through our Music curriculum, the children are supported on their journey of exploration, experiencing and appraising a range of musical genres, playing tuned and untuned instruments and developing their own compositions.

### **Implementation of our Curriculum**

We aim to build up the confidence of all children at Hallgate Primary School and encourage children to participate in a variety of musical experiences in order to help with this. Singing is an integral part of our school life and our teaching is focused on developing the children's ability to sing together, developing their expression and ability to listen to others. Pupils' understanding of music is developed through activities which bring together the requirements of performing, composing, listening and appraising, as they move through school. Children are taught to make music together with tuned and untuned instruments and to compose pieces. They are also taught to sing and play in time, controlling both sound and pace. They are taught different ways to represent sounds graphically and symbolically. Opportunities to sing and play instruments extend further still, through a weekly singing assembly, our weekly Community Choir in which children, parents and staff sing together, and regular events throughout the year, including Harvest Festival, Christmas, Easter and end of year celebrations.

The pupils in Year 3/4 enjoy a weekly drumming workshop, delivered by the East Riding Music Service and children across the school have access to a range of private lessons, including drums, clarinet, guitar, piano and flute.

### **Teaching and learning**

We aim to make music a fun and enjoyable learning experience. Performing lies at the heart of music teaching. Our spiral music curriculum gives focus to the interrelated dimensions of music (e.g pulse, rhythm, pitch, dynamics, tempo etc) and students are given the opportunity to develop their understanding of these areas within a practical application of skills using instruments such as Ukuleles, Drum Kit's, Guitars, Voice and pitched percussion.

We use the 'Charanga' musical resources and schemes of work to support our teachers to deliver the most engaging music curriculum possible. Students develop performance skills, improvising and composing, singing, and a social, moral and spiritual understanding through the music.



All lessons have a performance emphasis, students are taught the interrelated dimensions of music through musical instruments.

### **EYFS**

We teach music in EYFS classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. EYFS classes also have access to the Charanga Music Scheme.

### **Key Stage 1 and Key Stage 2 Curriculum**

We use the Charanga scheme as the basis for our curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on: Listening and Appraising, Musical Activities (including Creating and Exploring) Singing and Performing. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### **Musical events**

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups of children have been invited to sing in the local community. At Christmas time, EYFS and KS1 take part in a musical performance based on the nativity story, and at Easter, LKS2 take part in a musical performance. At the end of the year, the children in UKS2 also take part in a musical performance. At other times of the year, e.g. Harvest festival, Easter and Christingle, the whole school practise and perform in celebration, with families invited to attend. The whole school also takes part in our annual Musical Theatre day which is held in the Summer term.

### **Inclusion**

Music is unique in the way it brings people together: our curriculum ensures that every student is given the opportunity to take part, to experience music and learn to play a musical instrument. We work with our Music Education Hub to signpost and facilitate progression pathways, such as performance playing weeks, The Big Sing and transition activities. Participation in these varied opportunities enrich, complement and extend our curriculum, providing all students with an opportunity



to become successful and well-rounded musicians.

### **Spiritual, Moral, Social and Cultural Development**

Creating, performing and listening to music can be a moving or even spiritual experience for many. We encourage students to reflect on the important effect that music can have on their mood and senses. Students are given the opportunity to experience music from different cultures which encourages positive attitudes towards other beliefs and societies.

### **Learning Environment**

Pupils learn well in a calm, positive, well ordered, well managed and stimulating environment where expectations are clear. All environments have to be planned to give children the best learning potential, including:

- Appropriate and flexible grouping of pupils.
- A variety of ways of working including individual, paired, group work and whole class.
- Well organised resources which enable maximum independence for pupils and the ability.

### **Behaviour Expectations**

All staff at Hallgate Primary School follow our Behaviour Policy. Individual class teachers explain and discuss the school's expectations with their class. We expect all of our pupils to comply with these expectations in order to promote the best learning opportunities for everyone. To ensure this, we implement:

- Use of the 'Power of 3' to ensure consistent expectations within the classroom and around the school.
- Clear classroom display, and regular referral to, our behaviour expectations and Hallgate Values.
- Consistent use of positive reinforcement and rewards.
- Consistent and fair use of warnings and sanctions, in line with our Behaviour Policy.

### **Resources**

The following resources are available to aid the teaching of Music at Hallgate Primary School;

- Charanga music scheme – all teachers and TAs have individual logins
- sound system, laptop and projector in the Blue hall
- a range of musical resources online which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels and recorders



### **Impact of our Curriculum**

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments; develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing as a group;
- develop positive attitudes towards music as well as experiencing success and satisfaction in music.

### **Assessment**

Students demonstrate their ability in music in a variety of different ways. Teacher's will assess students' work in music by undertaking formative assessments during lessons. Recordings are made which are used to monitor progress and plan for the next stage of learning, our focus is on assessment for learning. We recognise that progression in music is not always linear and we do not presume that one instance of success equals long term learning and, on that basis, require pupils to demonstrate further 'progress' a term later. Our spiral curriculum enables students to gain a deep understanding of music through layering of skills and effective repetition and practice.

### **Monitoring and Evaluation**

Monitoring for Music and Performing Arts is carried out in line with the school Curriculum Policy. The Subject Leaders are responsible for keeping up to date with developments in the curriculum and organising CPD as required. Best practice for Music and the Performing Arts is identified and shared amongst practitioners as part of whole staff meetings and phase meetings.

The Subject Leaders, supported by the Curriculum Lead, are responsible for monitoring and evaluating standards in Music and the Performing Arts across the school and providing an annual report to the Headteacher and Governors to inform the School SEF, using evidence gathered from: learning walks, observations, recordings and pupil voice.

### **Equality Duty**

In our school we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Hallgate School is about enabling all pupils to achieve their maximum potential as individuals and as members of society, and of ensuring equality of opportunity and treatment for all pupils, members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued.



This policy will be reviewed at least annually and necessary improvement will be made following review.

**Date for review - September 2024**