



Great Meols
Primary School



Music Policy

“Music is a World within itself, with a language we all understand.” Stevie Wonder

Intent

Through our music curriculum pupils will develop –

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.
- A deep understanding of challenging concepts known as ‘Golden Threads’. The Golden Threads for music are -

Improvise/Compose	Dynamics	Pulse	Notation	Pitch
Rhythm	Structure	Tempo	Texture	Timbre

The detailed intent of the music curriculum is outlined in the following documents found on our school website –

- Music Progression Map
- Music Whole School Long Term Plan
- GMPS EYFS subject overview

Implementation

EYFS

Within the EYFS setting, music is an integral part of children's learning journey enabling them to explore and play whilst supporting their imagination and creativity. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes developing their artistic and cultural awareness developing their understanding, self-expression and ability to communicate throughout the arts. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings, helping children to interpret and appreciate what they hear, respond to and observe.

Years 1 to 6

- Through Years 1 to 6 children are given opportunities to develop music skills, increased understanding of musical golden threads and develop their creativity by increasing in a wide variety of musical activities and authentic experiences.
- Staff follow the Charanga planning scheme and the Chris Quigley milestones as our planning resource.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build music schema by making connections across different genres of music.
- At the end of a unit of work, children perform or speak about their learning which is captured on video. The videos are stored in the media storage folder.

Impact

- The subject leader is responsible for reporting on standards in music across the school to the governing body.
- We measure progress in music by assessing whether pupils know more, remember more and are able to do more. This is done through capturing a performance or pupil voice at the end of a unit.
- Progress and achievement in music are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

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