



Cranford Primary School  
Berkeley Avenue  
Hounslow  
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# Music Policy

Date: September 2023

Review Date: September 2024 (Or  
sooner if there are changes to the  
curriculum or legislation)

## Music Policy

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

*'The power of music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school'. (MMC 2022)*

### **Aims**

- Throughout the Key Stages, children will 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.
- Children will be able to progress to the next level of musical knowledge and understanding within the Primary Curriculum. They will be encouraged to take responsibility for their own learning during lessons and become independent learners of music outside of school hours.
- For children to 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.

### **Intent**

At Cranford Primary School, our vision is to provide every child, irrespective of ability, gender or cultural/religious background, with the opportunity to engage in quality musical experiences. This will inspire them as music has the power to stir the emotions, to calm, to evoke feelings of happiness, sadness, pride, nostalgia, unease, relaxation and confidence. We provide opportunities for children to listen and appraise, compose, play, improvise and perform; thus enabling every child to appreciate a wide range of musical and cultural genres. With the quality musical experiences provided at CPS, children will develop a range of musical skills, knowledge, understanding and form a love of music.

### **Implementation**

Cranford Primary School has adopted the new MMC (Model Music Curriculum) as their primary musical curriculum.

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: • Singing • Listening • Composing • Performing/Instrumental Performance

'The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community. The MMC aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for

pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at primary school.'

### **The Early Years Foundation Stage**

As Nursery and Reception Classes are a 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). Songs are regularly used and practised to foster a child's mathematical ability, their communication skills, their English skills and speaking and listening skills. Music contributes to a child's personal and social development. Regular access to untuned musical instruments are utilised to allow children to compose and perform their own pieces. Charanga is used by adults to develop musical vocabulary.

### **Key Stage 1**

Year 1 and 2 children will immerse themselves into progressive lessons taught from Charanga. In Year 2, children are also taught the recorder by specialist teachers from Hounslow Music Service. These lessons will build upon the vocabulary taught in Nursery and Reception. Within each lesson, children gain an understanding of music through opportunities to explore, recognise and respond to the musical elements of **pitch, pulse, and rhythm**.

The children will begin to improvise some music of their own, by using clapping or body percussion. They will compose music by copying and being led by an adult. They will begin to make performances.

### **Key Stage 2**

The children will continue to build upon the musical vocabulary taught in previous years at CPS. Lessons are supported by the use of Charanga, which provides a huge resource bank of songs, music and games. For children in Years 3-6, they are taught to play an instrument by specialist teachers from Hounslow Music Service. The instruments taught during this Key Stage vary, but can include Recorders, Tenor Horns, Clarinets, Trombones. Within each lesson children gain an understanding of music through opportunities to explore, recognise and respond to the musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure. A structured approach is used to help the children build up a vocabulary of sounds, yet there is also ample opportunity for individual responses.

### **Impact**

We believe that music should always be an enjoyable experience and will include performance, both vocal and instrumental, composing, listening and appraising. These skills, learned at Cranford Primary School and developed during future school experiences, will enrich the lives of our children through to adult life.

### **Participation in musical activities will:**

- encourage children to feel part of a group
- promote a sense of achievement and self-esteem
- encourage improved listening skills and coordination
- improve memory
- provide a valuable means by which language is taught
- introduce our children to the widest range of traditions and styles
- build on the experiences which children bring with them to school
- encourage a positive celebration of the different cultures which enrich the school

### **Teaching and Learning**

We believe that music should be taught both as a discrete subject, and to enrich and inform other curriculum areas by using a cross-curricular topic approach wherever possible. This includes learning a new song in a weekly assembly across the whole school.

On-going skills are addressed throughout the activities in our scheme of work. It is acknowledged that musical aptitude varies in teaching staff as in pupils, and that instrumental accompaniment varies according to staff changes and abilities, and confidence. The musical expertise of visiting musicians is utilised in the form of music workshops which are organised on a regular basis. During every morning registration, children are welcomed into the class by a different style of music: Classical, Blues, Jazz, Country, Opera.

At CPS the children are provided with the opportunity to learn a musical instrument. This music provision is provided through an external company Hounslow Music Service:

- Year 2 and 3 children learn to play the recorder
- Year 4 and 5 children learn to play either the clarinet, trombone or trumpet.

### **Extra-curricular activities**

Children at Cranford Primary School are given the opportunity to join the school choir; to perform at borough-led competitions and to perform at in-house events, such as the fayres.

### **Adaptation**

Each child, irrespective of challenges, ability, gender, cultural or religious background, will have the opportunity to:

- Perform and compose and listen and appraise
- Develop a sensitive response to music and musical activities
- Develop a sensitivity to and an awareness of the cultural heritage of others by singing songs, playing instruments from a variety of cultural backgrounds, listening to and appraising live and recorded music
- Develop an awareness of the place of music in their own faith and in the faith of others
- Practise and perform alongside their peers, confident that their talents are valued
- Develop language, listening, social and motor control skills in an enjoyable, non-threatening way
- Find a means of self-expression which does not depend on academic or language skills or ability
- Work at their own level, participating to the best of their ability

### **Parental/Community involvement**

We welcome the support of the community and our parents and welcome them to end of year performances, singing competitions, such as Hammersmith Singing Concert.. We use the weekly newsletters and the school's website as a platform to celebrate the children's musical talents and achievements.

### **Assessment and record-keeping**

Assessment is integral to teaching and learning and planned for using the scheme of work to ensure continuity and progression. Children develop their ability in Music through a variety of ways and this is observed by both in-house teachers at Cranford Primary School and external teachers for Hounslow Music Service. It is not necessary to keep detailed records, but it is beneficial to record progress in learning.

In order to show continued progression throughout a year and throughout the school, staff are encouraged to record children's musical performances. Audio equipment can be used to record compositions and singing, and photographs may be used to record individual or whole class activities. Displays also form a record of the children's achievement.

*'Music is the universal language of all mankind'*