



**Connor Downs**  
Academy

# Music Policy

Date: February 2022

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Connor Downs Academy, Mutton Hill, Hayle, Cornwall TR27 5DH

A Company Limited by Guarantee. An Exempt Charity

Registered in England & Wales - Company No. 07387540

Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell, Cornwall PL25 4FD



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### **Introduction:**

This policy sets out Connor Downs Academy's vision, aims and strategies for the teaching and learning of Music. It is the basis for the development of Music in our school and will be reviewed every year. In the policy, reference is made to other policies available on the school website.

### **Vision and rationale for primary Music:**

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. At Connor Downs Academy, we want to use local musical influences to help our pupils to understand the area in which they live.

### **Aims for Music:**

- 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.
- To ensure that all pupils 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.
- To ensure that all pupils understand and explore how music is created, produced and communicated, including through the inter-related

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

### **Music curriculum:**

Connor Downs Academy uses the Charanga original scheme of work to fulfil the requirements of the National Curriculum for Music. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. All learning in the scheme is built around the Interrelated Dimensions of Music, which are revisited on a spiral basis, as mentioned in the National Curriculum:

'...understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notations.'

We utilise First Access from Cornwall Music Education Hub to support our music lessons. In Year 4, the children all learn to play a brass instrument and perform to their parents. Opportunities are given to follow this up by starting private lessons.

Music is listened to and utilised in a cross-curricular way across the school. From learning songs in Reception to support learning, nativity plays in EYFS and KS1 and carol services in KS2 to supporting and enhancing learning, where appropriate, in subjects across the curriculum.

The Music Lead runs a school choir and enters Song Fest each year. This provides children with the opportunity to join with other schools to sing as well as providing additional resources for the school.

### **Curriculum leadership and management:**

Connor Downs Academy's music lead, Debbie Crease, in conjunction with the head of school, leads the provision of Music within the school. The Music lead is responsible for:

- Developing a primary Music curriculum which allows substantial progress to be made
- Leading teaching and learning
- Monitoring and evaluating standards of Music teaching and learning across the school
- Managing resources, which support curriculum delivery
- Implementing arrangements for assessment in primary Music and overseeing the recording and reporting of pupil progress.
- Managing the professional development needs of other teachers involved in the delivery of primary Music

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- Attending termly Music Lead network meetings

### **Music teaching methodology:**

Pupils are given regular opportunities to listen to different types of music and use it to support their learning in a range of subjects.

In the Charanga scheme of work, each unit of work utilises strands of musical learning which correspond with the national curriculum for music. These units of work enable children to understand musical concepts through a repetition-based approach to learning. The same musical concepts are learned through different musical activities and enable a more secure, deeper learning and mastery of musical skills. The strands of musical learning are part of the learning spiral which is built around the interrelated dimensions of music: rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Teachers make use of a wide range of resources, including ICT:

- Charanga,
- Sing Up website,
- YouTube clips (after the teacher has checked they are appropriate)
- Garage Band and other apps on iPads.
- CD Player

### **Embedding Music in the curriculum and exploiting opportunities:**

Connor Downs Academy believes that pupils will learn Music more effectively by having frequent exposure to it. As staff become more aware of and more confident in Music teaching methodology, music will be increasingly embedded in the curriculum. The Music Lead will work with teachers to highlight opportunities in medium term planning where music can be embedded. Opportunities for listening to music should be exploited, be it in the playground at break times or in the classroom.

### **Assessment, recording and reporting:**

Assessment in Music is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Any work produced in Music lessons will be marked in accordance with the school's marking policy.

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## **Inclusion:**

Connor Downs Academy firmly believes in the value of Music learning for all pupils, regardless of race, ability or gender. The use of the Charanga scheme of work ensures that children are exposed to a wide range of styles of music created by a wide range of people from different races, abilities and genders. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress.

## **Resources and accommodation:**

### **Resources available in school:**

- **List of current resources kept in Music Lead file, Music trolley and an electronic copy sent to staff, updated as necessary.**

We also hire musical instruments from Cornwall Music Service Trust in conjunction with our First Access lessons from Cornwall Music Education Hub.

The Music Lead is responsible for maintaining resources, monitoring their use, and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the Music budget.

## **Health & Safety:**

Refer to the school's Health and Safety document.

## **Review:**

Monitoring is carried out by the Head of School and the Music lead, in the following ways:

- observation of teaching
- ongoing, informative discussion with teachers
- pupil voice discussion
- review of Music displays (where appropriate)
- book scrutiny

There will be an annual review of this policy by the Music subject lead.

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