



Music Policy 2023 – 2024



Music Intent

The intention of the Music Express music scheme, and the reasons behind using it as a school, is to support all children through their primary school musical journey, to help every child feel that they are musical, and to develop a **positive**, life-long love of music. The scheme is able to focus on developing the skills, knowledge and understanding that children need in order to become **courageous** and **responsible** performers, composers and listeners. Our tailored Music Express curriculum, working alongside whole class ensemble teaching in years 4 to 6, introduces children to music from all around the world and across generations, teaching children to **respect** and appreciate the music of all traditions and communities, whilst also showing **kindness** to others who are performing, composing or improvising live. Through weekly music lessons, our curriculum helps children develop vital transferable life-skills such as team-working, creative thinking, problem-solving, decision-making, leadership, presentation and performance skills.

We aim for pupils at Cavendish to:

- 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.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn and play a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand how music is created, produced and communicated, including through the related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Listen to, review and evaluate a variety of music through musical appreciation assemblies and daily collective worship – these sessions further embed our mission of ‘Making Brilliant Citizens’ through regular listening and discussion of songs from across generations and styles linked to our ‘Golden Values’: positivity, courage, kindness, equality, respect and responsibility.

Aims linked to values and rights

Music is a universal language that embodies one of the highest forms of creativity. As a Rights Respecting school we believe that music is a tool through which we understand who we are individually and collectively as a community, as a nation and as part of the wider world. We want pupils to perform musically within their school and local community, be open to new experiences, sounds, songs and instruments, whilst living happy and productive lives safe in the knowledge there will always be composers, musicians and songs they can listen to, or play, wherever their mood takes them.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Our music curriculum, through the Music Express scheme and whole class instrument units, is linked, when relevant to the school's golden values.

These are:

- Positivity
- Courage
- Respect
- Kindness
- Responsibility
- Equality

Inclusion

At Cavendish, we use a range of adaptive teaching strategies to ensure all children, regardless of barriers, are able to access the music curriculum. These include:

- Teaching subject specific vocabulary and ensuring this is repeated and embedded through different units and year groups.
- Using collaborative groups so peers are able to support each other with kindness and responsibility.
- Using visuals and musical oracy to support explanation.
- Using smaller music groups when children are unable to access whole class music lessons (SEND units are available within the Music Express scheme).

Implementation of Curriculum

The implementation of the curriculum relates to how the learning is going to be delivered across our school, taking the intent of the learning, and translating it into a progressive and effective curriculum. When each year group uses Music Express on a weekly basis, the majority of this aspect is taken care of. Music Express takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences, whilst taking guidance from the Model Music Curriculum:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation).

Each unit, a number of lessons between 3 (younger children) and 6 (older children), combine these strands with a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Once children reach year 4, and their musical skills and knowledge have progressed, they are taught one term of ukuleles by our peripatetic music teacher, Mr Lee, focussing on notation, beat, pitch and structure in the first half term. Once they have learnt these basics, they then move on to improvising, composing and performance, culminating in a music assembly for parents and year 3 children. In years 5 and 6, they progress to acoustic guitars for one term, again, focussing on notation, beat, pitch and structure in the first half term before moving on to improvising, composing and performance, culminating in a music assembly for parents in each year group. Year 4, 5 and 6 music performance assemblies also include piano

performances from that particular year group and the year 5/6 choir. In the other two available terms, our peripatetic teacher continues to teach units from the music express scheme, building on previous strands whilst becoming more challenging and complex. In years 5 and 6, children are invited to join Mr Lee's choir, and regularly perform during parent assemblies, local community events, such as the Burton Road Christmas Lights turn-on and visits to a local care home.

Throughout the year, children of all ages will take part in singing activities, and singing assemblies, where the level of challenge increases through each key stage. KS2 children will have the opportunity to take part in music appreciation assemblies linked to a wide variety of genres, cultures and historical periods, where they can listen to, and evaluate each song whilst linking their thoughts to the inter-related dimensions of music. Children from Year 1 to Year 6 will also take part in moments of daily collective worship, where songs will be chosen around the Golden Value of the half term, an inspirational quote, important annual events like ant-bullying week, or selections from the Music Model Curriculum.

Enrichment (Trips, visitors and clubs)

At Cavendish, we believe our children will foster a love of music, performing, listening and composing through a music curriculum which engaging, challenging and relevant. We believe that trips, visitors and clubs really enhance the curriculum, providing opportunities to build appreciation, curiosity and a passion for music. Trips and visits range from our resident Jazz band who visit each year to teach all year groups about some of the inter-related dimensions of music, to trips to sing along and play with the Halle orchestra in year 5, and 'The Big Sing' in year 6. These trips and visitors are regularly reviewed to ensure that they are providing the best enhancement possible of the music curriculum.

Impact

A wide range of strategies are used to measure the impact of our Music curriculum. At the end of each half term, teachers upload a video to show a snap-shot of their class's learning linked to a particular music express unit. In years 4, 5 and 6, every child also participates in their instrument assembly for parents, where pianists, ukulele players and guitarists, and the choir are given the chance to perform with increasing accuracy, control and expression in front of an audience. The

effectiveness of the Music curriculum is also monitored through regular pupil voice discussions during the Cavendish 'Big Chats'. Singing assemblies in each phase, musical appreciation assemblies and our Cavendish listening spine songs also gives chance for the music co-ordinator and teachers to assess children's understanding in the inter-related dimensions of music, and the children's ability to sing with increasing confidence and control.