**Intent:**

**Music Rationale:**

Music can build self-confidence and a sense of achievement in a ‘non-academic’ subject, using musical sound as the dominant language of learning.

Children can explore creativity and expression using different instruments (including voice), techniques and technology to create musical improvisation and compositions.

Children will be given the opportunity to learn how to read musical notation, play instruments and communicate to others through performance.

Children will develop skills to be able to understand and critically engage with different genres of music, including music created within the classroom, through recognition of common elements.

**Excellence Statements:**

**Excellence in Music is typified by:**

**Generic**

* Children who sing confidently, enthusiastically and with control.
* Children who sing and play with a strong sense of rhythm.
* Children who compose to satisfy purpose and audience.
* Children whose compositions demonstrate the use of the interrelated dimensions of music.
* Children who use notation effectively to support composition and performance.
* Children who can perform confidently in front of their peers.
* Children who listen carefully and critically engage with different genres of music, using musical terminology accurately.
* Children who can effectively adapt their work, responding to feedback from others.

**Implementation:**

**Teaching and Learning Policy for Music:**

This covers the skills, knowledge and understanding, broken down into key areas of learning during music lessons, as well as opportunities for musical learning outside of the classroom.

**Listening and Appraising**

Each music lesson starts with an opportunity to listen carefully to a piece of music and offer thoughts and opinions on the piece, including instruments and genre. These pieces of music are drawn from a variety of genres, styles and time periods and are accessible through the Charanga website.

Children are also given the opportunity to listen to and appraise their own work, as well as that of their peers, in order to reflect and improve.

Children are taught the vocabulary of the interrelated dimensions of music to use when appraising. They should have an increasing confidence in their understanding and use of the vocabulary (pitch, dynamics, tempo, duration, structure, timbre, texture by end of Y6).

**Singing**

Children are taught good vocal techniques such as posture, breathing and enunciation, using video and teaching tips which can be found on the Charanga website.

They learn songs from the schemes of work on Charanga and improve their singing by listening to the teacher and each other and practising regularly.

All children participate in a weekly key stage singing assembly led by a professional music teacher. They learn warm up and vocal techniques and sing songs from a varied repertoire.

Y4 children learn songs to participate and perform in ExTraffordganza each Summer term.

**Performing**

Children have the opportunity to learn and perform increasingly difficult pieces on glockenspiels and/or recorders, through the schemes of work on Charanga.

They are taught how to perform with a sense of rhythm, audience and occasion.

Y3 children learn notation and techniques to play basic pieces on the recorder.

Each summer term, the children choose from a variety of instruments to perform their own compositions, based on a year group-specific topic.

All children will partake in two instrumental projects led by Trafford Music Service throughout their time at FPS. This will include a performance to parents and peers at the end of the project.

All children are aware there are opportunities to learn instruments, taught by qualified music teachers within the school day, including: fife, keyboard, violin, guitar and drums. They will also have the opportunity to play their instruments in musical assemblies.

**Composing**

Children are taught to recognise and use increasingly sophisticated forms of notation (standard Western notation by end of Y6) when composing.

They have the opportunity to practise playing compositions and to edit and improve their work.

Children have the opportunity to compose pieces of music as a class, in groups and individually, using the Charanga schemes of work as well as the summer composition unit.

Each summer term, children will compose and record a piece of music as a group to fulfil a criteria based on a specific topic and end-of-year expected learning.

 **Impact:**

The impact of this policy on outcomes for children is measured against our Excellence Statements for Music.

The Music subject leader monitors the impact of this policy through:

-       Book scrutiny

-       Pupil interview / survey

-       Data analysis

-       Teacher interview / survey

Leadership team monitoring is also fed back to the Music lead.