



## **NORTH WEST LONDON JEWISH DAY SCHOOL**

**MUSIC**

**POLICY**

**Written: February 2002**  
**Revised: September 2005**  
**Revised: May 2007**  
**Revised: Sept 2010**  
**Revised: February 2020**

## **NWLJDS Music Curriculum Intent**

At NWLJDS it is our intent to provide an enjoyable and pleasurable learning experience. We encourage children to explore a variety of musical instruments to build up their confidence and encourage a range of songs to sing. Simultaneously, children are enriched through their Jewish culture and learn different forms of music that are represented through narratives, emotions, and feelings to provide meaning to the history of their faith which can be reflected by significant assemblies and performances. Children become familiar with technical vocabulary used such as pitch, tone, rhythm and beat when learning music in these terms.

## **Aims**

### **Key stage 1 & 2**

The National Curriculum for music aims 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.
- 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.
- 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

## **NWLJDS Music Implementation**

Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, subject knowledge, creativity and sense of achievement.

- NWLJDS has teamed up with Sing Education; a company that ensures music to be enjoyable, challenging and achievable.
- Sing Education will teach music for 45mins each week via an innovative scheme of work while following the National Curriculum from Nursery to Key Stages 1 & 2 (except Years 5 & 6). Each unit provides high-impact learning with lots of opportunity to play, create and perform with sound theoretical knowledge and understanding.
- Years 5 and 6 have weekly choir lesson which they perform regularly in school and at events within the local community such as visits to Care Homes and Synagogues.
- Recorder club is taught for Key Stage 2 and Israeli Dance Club is taught through traditional as well as adapted music.
- Additional whole school events are provided for the school to display their musical talents such as: North West has Talent, The school play at the end of Year 6 and opportunities for children to display their talents and play instruments in assemblies.

- Additional opportunities are offered through the Jewish curriculum which will provide all children to participate in religious events by performing and singing (traditional and adapted music) in year groups and whole school assemblies.

Some of these include:-

- Davening (praying) each day and benching (grace after meals each afternoon)
- Channukah Performance for EYFS and KS1 around December.
- Tu B'Shevat (Birth of the Trees) around February.
- Siyum at the end of the year for Reception, Year 2 and Year 6.
- Kabbalat Shabbat every Friday – a variety of traditional music for Nursery, Reception to Year Two and KS2.
- Ivrit is learnt and performed through songs.

### **NWLJDS Curriculum Impact**

Children will achieve age related expectations in music at the end of their cohort year and will retain knowledge that is pertinent to music. By promoting music children will have a love of music and singing across a broadened curriculum which will improve their well-being and confidence.

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Inclusion will enable all children to participate and to achieve to the best of their ability and progress in their learning.

Formative assessment is completed throughout each unit to inform the music teacher of the improvements or skills that still need to be embedded and a summative assessment is reported at the end of the academic year in each child's school report.

Music is monitored throughout all year groups using a variety of strategies such as samples of work, video clips or photographic evidence, lesson observations and pupil interviews.