



INDEPENDENT JEWISH DAY SCHOOL
an ACADEMY

Head Teacher
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Music Policy

Reviewed March 2022



Introduction

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

At the IJDS within music, we aim 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; and
- through Tefilla and assemblies explore how music is an integral part of our religious lives.

Gan & Hachana

EYFS lessons in the Gan are filled with music in English and Hebrew. During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning. Music comes under the 'Expressive Arts and Design' area of EYFS.



Key Stage 1

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes in Hebrew and English;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music; and
- experiment with, create, select and combine sounds using the interrelated dimensions of music. Give each child the chance to enjoy music and respond to musical emotions. E.g. Music and movement.

Key Stage 2

Pupils are taught:

- To sing and play musically with increasing confidence and control, reproducing sounds from aural memory;
- Play and perform in solo and ensemble contexts, using their voices;
- Pupils are encouraged to learn to play musical instruments and every child is given the opportunity through the ECA programme;
- Improvise and compose music for a range of purposes using the interrelated dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand musical notations, particularly in instrument lessons;
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; and
- Develop an understanding of the history of music.

Whole School

At IJDS we believe that the following skills and attributes can be gained through participation in musical activities which support our whole school curriculum.

- 1: Coordination of hands, feet, arms, lips and facial muscles;
- 2: Listening skills;
- 3: Sensitivity to sounds;
- 4: Ability to memorise;



- 5: Develop attention to detail;
- 6: Imagination;
- 7: Higher levels of concentration; and
- 8: Sense of achievement.

At IJDS the sound of music surrounds our entire curriculum, following the Chagim throughout the Jewish Calendar Year.

Implementation

Singing is taught in Jewish Studies across all year groups. Songs are chosen to represent key times in Jewish History or to commemorate key events in the Jewish Calendar. The songs chosen closely match the teaching in class and enable learning to be brought to life.

Lessons are all encompassing; learning about the composers of the songs, putting actions together and accompanying the music with instruments and dances.

Music and singing is also taught as part of preparing for visits that our pupils do in the wider community, such as the local Care Homes, where we perform and sing for residents to help celebrate key festivals. During times of Covid, these have been recorded to share with residents instead.

Morning prayers are another key part of our musical teaching with children learning key tunes to pivotal parts of the prayer service. On Mondays and Thursdays, the pupils lead the services, in tune and with the engagement of fellow pupils. A Monday assembly also contains music of the month, where we listen to key pieces of music and discuss as a whole school.

Instrumental instruction is available in piano, clarinet, recorder and guitar and lessons are available for all pupils during the school day, as part of ECA. These lessons include composition as well as reading musical notation.

Choir is open for all of our pupils and takes place weekly, with the choir working towards communal performances as a focus.

Each class works on a musical production to perform once a year, in tune with the Jewish Calendar and learning to appreciate performing to an audience, meaning there is a performance to parents at least once every half term.



Class	Performance theme	Date
Kitta Daled	Chanukah	December
Kitta Bet	Chagigat Chumash	January
Kitta Aleph	Chagigat Siddur	February
Kitta Gimmel	Purim	March
Whole School	Shabbat UK	March
Key Stage 1	Pesach	April
Key Stage 2	Old Age Homes	April
Kitta Vav	Yom Hashoah	April
Kitta Heh	Yom Hazikaron	April
Whole School	Yom Ha'atzmaut	April
Key Stage 2	Shavuot in Old Age Homes	June



Class	Performance theme	Date
Kitta Gan	Graduation	July
Kitta Hachana	Chagigat Otiot	July
Kitta Vav	Year Six Show	July
Whole School	Musical showcase	July

Impact

Our pupils at IJDS have a strong sense of identity through song and music. They are able to retell key events in the lives of the Jewish People in song and through performances. They also have a healthy respect for music from a variety of composers and eras and are able to share their views and opinions on the various pieces that they have heard. They can perform with confidence and appreciate the efforts of their peers at the various showcases that take place throughout the year.