

Music Policy

Policy Creation and Review	
Author(s)	Nick Mineiro
Last Review Date	18 September 2018
Ratified by Governing Body	November 2018
Next Review Date	November 2022

Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

Aims and Objectives

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organized into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and to use musical notation;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of **performing, composing listening and appreciating music*** (including music from different countries, cultures and times)

Roles and Responsibilities

The Music Coordinator role:

- To facilitate the development of music throughout the school
- To review Music Policy periodically.
- To work collaboratively with staff to promote continuity and progression.
- To create and monitor Schemes of work.
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks.
- To attend relevant INSET courses, and encourage and support staff where possible.
- To organise and if relevant deliver staff training.
- Monitoring and organisation of centrally held resources.
- Purchase of resources in consultation with staff and inline with the allocated budget.

The class teachers are responsible for:

- Planning and delivering engaging and practical whole class music lessons.
- Assessing children's progression using verbal feedback, written feedback, and Target Tracker.
- Lessons are planned to link with class topics as part of a creative curriculum and to ensure a deeper understanding of areas of learning.
- Providing children with the opportunity to perform, compose, listen to, and appraise music.
-

Planning and Delivery of Curriculum

- Music should be taught throughout the school, establishing cross curricular links which could include Literacy, Early Years, Maths, Science, R.E., Physical and Creative development.
- As well as music lessons in class, regular singing assemblies take place for key stage 1 classes led by the music leader.
- There will be opportunities for children to perform to invited audiences such as the Harvest and Christmas assemblies.

- In Key Stage 1 a music scheme has been written to provide broad coverage of the music curriculum. The scheme is closely linked to the topics taught to provide cross-curricular links. Pupils have opportunities to play instruments, compose, perform and listen to music from a range of styles, times and cultures. Parts of the 'Music Express' scheme is used where it links to relevant topics. Many staff use 'Sing Up' as a way of using songs to teach lessons or encourage their children to sing for pleasure.

Differentiation

Differentiation is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

CPD/Training of Staff

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services
- working alongside the subject leader to share good practise

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Equal Opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in music. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

Assessment, Recording and Reporting

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgments about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgment about the work of each pupil in relation to the National Curriculum. Teachers are to start using Target Tracker to assess children's progression in music.

Monitoring, Review and Evaluation

The Music subject leader will meet regularly with year group leaders and teachers to review the effectiveness of music teaching across the school. If necessary, the Music Coordinator will also team-teach lessons with teachers to support the teaching of music across the school.

Appendix

Performing skills

Children will be taught to sing a variety of songs, rhymes and chants from various times and countries and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways e.g. pictorial score, by means of a digital recorder, video (such as an iPad) or using notation.

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language, written appraisals and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements:

- Pitch
- Duration
- Pace
- Dynamics
- Texture
- Timbre
- Form
- Silence

They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Updated September 2018