

# Music Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 2014

Date of Review: Triennially, Autumn 2017

## 1. 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
- develop the skills to appreciate music from a wide variety of styles and cultures
- begin to make judgments about the quality of music.

## 2. RATIONALE

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that mathematics plays in the education of our children. It is important that a positive attitude towards mathematics is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

## 3. SCOPE

This statement of policy relates to all children, staff, parents and governors of St Luke's. The age range, and any SEN, of children in the school is acknowledged in the creation of this policy and the development of the music curriculum.

## 4. PRINCIPLES

Key to the effective implementation of this policy document are the following key principles:

- policy and provision are evaluated and reviewed regularly
- resources (time, people and equipment) are planned, budgeted for, and detailed when appropriate in the School Improvement Plan
- the governing body of St Luke's discharges its statutory responsibilities with regard to

mathematics

- cross-curricular links will be highlighted where appropriate
- planning of music ensures continuity and progression across all abilities, year groups and key stages.

## 5. AIMS

Although relating specifically to music, our aims for the subject are also in line with the school's general aims.

We aim to provide the children with a music curriculum that will nurture individuals who are numerate, literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a rich environment and stimulating resources so that children can develop their musical skills to full potential.

Pupils should attain the targets set out in the National Curriculum programmes of study for music. 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.

## 6. PROVISION

Children will be provided with a variety of opportunities to develop and extend their musical skills in and across each phase. ICT is used across all phases when it is considered appropriate by the class teacher.

We have recently enrolled in a new music scheme called Charanga. The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum.

In line with the new curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

The different concepts of music thread through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. The approach fits with our creative curriculum as it can be tailored to the themes we are covering. The Musical Freestyle approach supports our creative curriculum too as this can be moulded around the theme for the half term. This also supports the Learning Challenge: Focus Education Curriculum that we have adopted as a school. This scheme is in line with the New National

Curriculum. The main drivers delivered through this approach are History, Geography and Science, in which music is weaved into the curriculum through these subjects in order to make meaningful links.

### **The learning within the Charanga scheme is based on:**

- A. Listening and Appraising
- B. Musical Activities - creating and exploring
- C. Performing

All lessons and phases follow the above structure.

Children engage in:

- the understanding of musical elements
- listening skills
- appraising skills
- using a range of instruments
- composition skills
- performance skills
- musical discussion
- learning to use their voices

6.1 Early Years - See Statutory Framework for the Early Years Foundation Stage, Setting the standards for learning, development and care for children from birth to five, Published March 2014.

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf))

6.2 Key Stages 1 and 2 - See Music Programmes of Study: Key Stages 1 and 2, National Curriculum in England

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

## **7. ASSESSMENT**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of class teachers to assess all children in their class. The guidance here should be read in conjunction with the school assessment policy document.

In our school we continually assess our pupils and record their progress against National Curriculum statements. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the level of work to the needs of the children, thus ensuring maximum progress.

Information for assessment will be gathered in various ways:

- talking to the children
- observing work
- marking work
- during oral sessions, including both starters and plenaries, including the use of fans,

e.g.

Teachers will use assessment to plan further work. Assessment notes are expected to be shown as annotations on medium term planning, which will then be adapted or revised accordingly. Notes on planning identify whether children are emerging, expected or exceeding against the objective within the lesson. This allows teachers to gain an overview of a pupil's achievement across the unit.

## 8. ROLE OF SUBJECT MANAGER

The music coordinator is responsible for coordinating music through the school. This includes:

- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of music is to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of music throughout the school
- assisting with requisition and maintenance of resources and instruments required for the teaching of music. Again this will be within the confines of the school budget.
- monitoring progress over time

## 9. ROLE OF CLASS TEACHER

- To ensure progression in the acquisition of music skills with due regard to the National Curriculum for music.
  - To acquire, plan, and develop the use of exciting and motivating resources.
- To develop and update their skills in and knowledge and understanding of music and the musical elements.
- To identify INSET needs in mathematics and take advantage of training opportunities.
- To keep, and to supply the coordinator with, appropriate on-going records.
- To plan effectively for music, liaising with coordinator when necessary.
- To inform parents of pupils' progress, achievements and attainment.

## 10. PERFORMANCE INDICATORS

Performance indicators, which are the criteria for success of the school's music policy at St Luke's, are

- at KS2
- at KS1
- children enjoy and are engaged by music
- children talk confidently about what they are doing in music

## 11. INCLUSION AND EQUAL OPPORTUNITIES

Every child has an entitlement to a broad, balanced, meaningful and relevant music curriculum. We recognise that each child is unique in terms of characteristics, interests, abilities, motivation and learning needs. At St Luke's we recognise children's different learning styles and preferences and aim to provide learning contexts for visual, auditory

and kinaesthetic learners. Those children with exceptional learning needs will have equal access to high-quality and appropriate music education.

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of music. All children have equal access to the curriculum regardless of their gender, race, cultural background or disability. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## 12. HOME LEARNING

Homework is handed out on a half termly basis. This home work is cross curricular so will include a range of tasks for a range of subjects.

## 13. SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT

We address children's social development through the playing of musical games, the use of discussion and the opportunities for collaborative work. Moral development is addressed by exploring the ways in which right and wrong are sometimes fixed within music and how this compares with other subjects and aspects of life. Spiritual development may occur when exploring the patterns within music, which can inspire a feeling of wonder and awe. Music offers many opportunities for the exploration of other cultures, for example the study of music across the world, including and the different styles, instruments and historical context.

## 14. HEALTH AND SAFETY

Consideration for health and safety is of the utmost importance in music. Appropriate storage and handling methods are taught to all children. The children are taught to follow simple instructions to control the risks to themselves and others. Teachers make sure that Teaching Assistants are aware of safety procedures.

## 15. PARENTAL INVOLVEMENT

We encourage parents to be involved by

- inviting them into school twice-yearly to discuss the progress of their child
- inviting them into school in the summer term to discuss the yearly report
- inviting them to curriculum evenings
- encouraging parents to help in classrooms
- inviting parents to attend musical performances and services throughout the school year