

## E21C Trust Primary School

### Music Policy

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#### ***Rationale***

- The overall aim of the music curriculum is to cultivate the social, emotional, intellectual and physical development of all children ensuring enjoyment and involvement, as it is essentially a practical subject.
- Music provides opportunities for pupils to develop their skills in performing, composing and evaluating in addition to allowing independence and creativity
- This policy supports the principles of Security, Challenge, Self-Esteem and Competence for all children.

#### ***Aims***

- To ensure that the statutory requirements of the National Curriculum are met.
- Give children opportunity to explore non-verbal communication therefore developing the capacity to express ideas and feelings through performance, compositions and improvisations.
- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- To provide general enjoyment and satisfaction, the benefits of which are varied and essentially private and personal.
- Develop social skills and awareness through music making, of the contribution of others.
- Provide opportunity to develop both individual skills and co-operative skills and values that are essential for being a useful group member.
- Develop a sensitive response to sound and music.
- Develop awareness of a variety of music traditions, cultures and historical contexts.

- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

Our school recognises the importance of music. All our children have the opportunity to reach their full potential by experiencing music making, acquiring knowledge and developing confidence in the subject.

### ***Intended Outcomes***

Through studying music, pupils will be given the opportunity to:

#### **Perform and Compose-**

- Control sounds made by the voice and a range of tuned and untuned instruments.
- Perform with others and develop an awareness of audience, venue and occasion.
- Compose in response to a variety of stimuli, and explore a range of resources; eg. voices, instruments, sounds from the environment, images, IT, musical and non musical starting points.
- Communicate musical ideas to others.

#### **Listen and Appraise**

- Listen to, and develop understanding of, music from different times and places, applying knowledge to their own work.
- Respond to, and evaluate, live and recorded music, including their own and others' compositions and performances.

#### **Teaching and Learning**

The weekly amount of time devoted to music is 30 minutes class time, supported by additional musical activities in assembly time, hymn practice and dance. It is up to the teacher to organise their time as appropriate to their theme of the term.

The music curriculum is taught either by the class teacher or by an appointed teacher providing a specialist role.

Where possible activities are devised so that all children work at their own pace, and are encouraged to maximise their own potential. A conscious effort is made through careful differentiation, to enable all pupils to fully participate in the lessons. There are clear guidelines within the Mottingham Primary Education and Disability Document.

#### **Assessment and Record Keeping**

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate assessment records.

Teacher Assessment should be an on-going process brought about by:

- Observation of children working.

- Discussion with children before and after working.
- Looking at/marking children's work

### ***Extra Curriculum Music***

The music curriculum presented by this school endeavours to fulfil the National Curriculum but in addition there are opportunities for pupils to participate in activities and clubs outside curriculum time. For example:

- Choir(during part of the year)
- Bromley Junior School Proms
- Piano and violin tuition

Our school recognises the importance of such acts, not only to develop musical skills but to benefit the personal, social and cultural development of pupils. All staff members with musical expertise are encouraged to offer such opportunities to the pupils.

### **Cross Curricular Links**

Children's learning will be enhanced by the links forged through the core and foundation subjects. Where this is the case, these connections should be shown in teachers' planning for the curriculum areas involved. Teachers will receive training on how to link music into their current themes and/or curriculum subject.

### ***Assessment, Recording and Reporting***

Progress is reported in annual reports to parents and governors. Medium Term Plans will incorporate a simple box system for monitoring the coverage of Programmes of Study to ensure breadth and balance. This will be monitored by the subject leader.

Please refer to the school's assessment policy for methods of assessment and recording.

Most children will fall into the average category therefore it is very easy to notice the below average and outstanding children.

These categories are used as a guide to comments made on children's ability.

#### **Composition and Performance**

- |               |   |   |
|---------------|---|---|
| Outstanding   | - | completes task set showing own creativeness and willingness to perform to others. |
| Average       | - | completes task set.   |
| Below average | - | includes disruptive behaviour and lack of participation                           |

Also may include comments on ability to play instruments with control.

### **Singing**

- |               |   |  |
|---------------|---|--|
| Outstanding   | - | shows eagerness to perform.                            |
| Average       | - | pitching is generally fine.                            |
| Below average | - | won't participate and unable to pitch i.e. 'groaners'. |

### **Listening/Responding/Appraising.**

- |             |   |  |
|-------------|---|--|
| Outstanding | - | able to express own views justified by musical elements.               |
| Average     | - | listens with interest and respond to music by movement or questioning. |
| Poor        | - | makes little musical response.   |

### **Resources**

- Tuned and un-tuned instruments
- CD's of varied music
- Hall sound system
- Cameras to video performances
- Music books to support planning
- Dictaphones
- IWB

Each class has access to their own or a shared music box which contains a selection of untuned percussion instruments. These boxes are kept in the classroom and should be checked regularly for breakages and losses.

Larger and more varied musical instruments are kept in a central storage area. These instruments include various glockenspiels, xylophones, chime bars, large drums and guitars.

Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

### **4 Outside Agencies**

Visits are made by various artists to perform and show the children a wide range of instruments on a regular basis.

External agencies offering free services and 'taster' classes will be utilised where appropriate.

## **Peripatetic Tuition**

The opportunity for instrumental lessons is available to all children from Year 2 upwards. Pupils are selected through consultation with the class teacher/music co-ordinator in addition to parental requests

Parental support is necessary and ensured by the signing of a contract between the parent and the Bromley Youth Music Trust Music Service.

Pupils who have lessons are encouraged to perform in class/assembly and at concerts.

Reports on pupil's instrumental progress are sent to parents once a year.

## **5 Management**

The subject leader is responsible for:

- providing leadership in Music by keeping up to date and well informed about local and national projects and developments.
- monitoring the delivery and success of the Music curriculum.
- offering advice to staff on matters related to Music.
- buying resources from an allocated budget and co-ordinating their distribution and maintenance.
- reviewing the Music Policy and Scheme of Work annually through discussion with staff and to identifying future INSET needs.
- co-ordinating peripatetic tuition.
- promoting and supporting non-National Curriculum musical activities wherever possible.

## **Induction for Staff and New Assistants**

The music subject leader will ensure that new members of the teaching staff and other assistants have copies of the Policy and Scheme of Work and understand how they are used. The music subject leader will also ensure that new members of staff are aware of the music resources available and have a clear understanding of the essential health and safety information contained within this Music Policy.

## **Evaluation**

- Our Music Policy theory and practice is monitored by the subject leader and Headteacher through medium and short-term plans and through Music Audits.
- New members of staff will be introduced to the policy by the subject leader.
- We will judge the success of our Music teaching by:-
  - the motivation and interest displayed by our pupils.
  - the development, over time of pupils understanding of main musical concepts.
  - the improvement in quality of the teaching and learning in Music in line with our Music Action Plan.

## **Liaison**

Informal discussions take place between staff to share experiences and expertise. Members of staff regularly attend meetings and feedback on INSET or other experiences.

Each year we perform a school play and other classes are invited to attend the performances. Parents are welcomed to all school concerts and there is an annual Christmas performance and services at the local church by the school.

## **SEN and Differentiation**

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different.

Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

## **Equal Opportunities**

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities.

As part of the National Curriculum children will experience music from various countries and cultures.

## **Multicultural Themes**

We live in a multi-cultural society. The Music work done by children in school should where possible reflect this (see also Section entitled 'Equal Opportunities').

## ***Whole School Issues***

In implementing this policy, reference should also be made to the following policies:

- Equal Opportunities
- PHSCE Education
- Behaviour Management
- Health and Safety
- Assessment
- SEND