



## Music Subject Policy

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### **Aims and Objectives**

Music is a universal language that embodies one of the highest forms of creativity. 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 judgements about the quality of music.

The aims of music teaching are to enable all children to:

- 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 use their voices
- have the opportunity to learn to play a musical instrument
- to use technology appropriately
- to create and compose music on their own or with others
- understand and explore how music is created

### **Teaching Strategies**

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of history of music.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the music co-ordinator. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children or individuals who have chosen to learn one of a variety of instruments, such as the piano or trumpet. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

### **Equal Opportunities**

All pupils have equal opportunity to participate in the musical experiences and provision, subject to age (as indicated in the policy) and availability (e.g. peripatetic teachers). Additional support for families will be sought for those children registered for the pupil premium fund.

### **Music curriculum planning**

Our school has the opportunity to use Charanga, a commercial scheme of work for music as the basis for the music curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the

school. Currently Music is taught to each class by the class teachers for 2 terms and by a music specialist for 1 term. We welcome musical visitors and arrange for our children to attend local concerts where they can experience live music and have closer contact with other musicians and singers.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

### **Foundation Stage**

We teach music in reception and nursery classes as an integral part of the topic work covered during the year. In the Early Years Foundation Stage, music contributes to a child's development in the area of Expressive Arts and Design. We encourage the development of skills, knowledge and understanding that help children make sense of their world as an integral part of the school's work. We relate the development of the Expressive Arts and Design as set out in the Early Years Outcomes. Musical activities are provided, indoors and outdoors, attracting the children's interest and curiosity.

The National Curriculum defines four key areas for Key Stage 1 and six key areas for Key Stage 2 that form the basis for programmes of study for music:

### **Key Stage 1**

- Using their voices expressively and creatively through singing, chanting and reciting rhymes.
- Playing tuned and untuned instruments musically.
- Listening with concentration and understanding of live and recorded music.
- Experimenting with, creating and combining sounds using the inter-related dimensions of music.

### **Key Stage 2**

For Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from memory. The key areas for these children are:

- Playing and performing both individually and in groups, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.

### **Teaching music to children with SEND (Special Educational Needs & Disabilities)**

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEND. We look at a range of factors, including classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **Assessment and recording**

Assessment is the responsibility of the individual class teachers and will be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of activities where appropriate. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs. The marking of the Learning Journey's will reflect the extent at which the Key Skills in Music have been met. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records for these grades. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

### **Resources**

There are a wide range of resources available for the use of all staff in the school. We keep these resources in a central store. Each year group have a box of percussion instruments in class. They are regularly checked for safety and relevance and new resources may be purchased as needed. Risk assessments may be carried out according to the activity planned.

### **The school choir and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir for Y2-Y6 and R-Y1, where we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas church service, Dorking Halls and the Epsom and Ewell Music Festival. When children have been learning an instrument for a sufficient period they will be encouraged to play for an audience.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject co-ordinator. Their work also involves supporting colleagues in the teaching of his subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/ learning walks are also, occasionally undertaken and the subject co-ordinator regularly reviews evidence of the children's work. The music subject leader is responsible for giving the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.