

Music Policy



Greenlands CP School
2020



Statement of intent

"Music is a universal language that embodies one of the highest forms of creativity." (Taken from Music Programmes of Study: Key Stages 1 and 2 Reference: DFE-00175-2013)

Music can increase children's confidence, creativity and sense of achievement and is therefore an important part of children's learning.

Through adherence to this policy, Greenlands Community Primary School will not only ensure statutory compliance with the national curriculum, but also that all pupils have a solid grounding in music.

The aims of this policy include:

Fostering our school values: Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Promoting enjoyment in music.

Promoting self-expression.

Promoting participation and performance in singing and instrumental activities.

Developing confidence and skills in composing, communicating and recording.

Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learning to sing and to use their voices, to create and compose music on their own and with others, having the opportunity to learn a musical instrument, using technology appropriately and having the opportunity to progress to the next level of musical excellence.

Understanding and exploring how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Signed by

Headteacher

Date:

Chair of Governors

Date

Intent

The intention is for the Music Subject Leader to

Promote the school values - Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Prepare policy documents, curriculum plans and schemes of work.

Keep up to date with developments and share them with staff.

Monitor the learning and teaching of music.

Liaise with teachers, develop their expertise and provide support and training for staff.

Audit, resource and organise music resources.

Ensure common standards are met for recording and assessment.

Collate assessment data and set new priorities for development of music at Greenlands Community Primary School.

The intention is for the teacher to

Promote the school values - Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Adhere to the Greenlands Community Primary School's music Policy

Liaise with the music subject leader about key topics, resources and supporting individual pupils.

Ensure that all of the relevant statutory content is covered within the school year.

Deliver lessons that are pitched at the appropriate level and are stimulating, interesting and relevant to the children.

Monitor the progress of pupils in their class and report this on an annual basis.

Undertake any training that is necessary.

Ensure that lessons are taught in line with the Health and Safety Policy

Intent

The Intention is for music content to be based on the National Curriculum.

The National Curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

The children develop their music knowledge and conceptual understanding through the programmes of study. The use of the Lancashire Music Service Charanga scheme will be used in the main to deliver this curriculum.

Key Stage 1

To learn to listen carefully and respond physically to a wide range of different kinds of music.

To learn how to play musical instruments and sing a variety of songs from memory, using voices creatively and with expression.

To learn how to explore and create short compositions with imagination.

To learn how to explore and enjoy the way sounds and silence can create different moods and effects.

To experience a range of live and recorded music from different times and cultures.

Key Stage 2

To learn how to sing songs and play instruments with increasing accuracy, fluency, control and expression.

To learn how to be aware of their own contribution to a performance in relation to its intended effect.

To learn how to improvise and develop their own musical compositions.

To learn how to explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

To experience a range of live and recorded music from different times and cultures, including great composers and musicians.

To listen with attention to detail and recall sounds with increasing aural memory.

To use and understand staff and other musical notations.

To develop an understanding of the history of music.

Foundation Stage

Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'.

To learn to recognise and explore how sounds can be changed.

To learn how to sing simple from memory.

To learn how to recognise repeated sounds and sound patterns and match movements to music.

To learn how to use their imagination through music.

To learn how to express and communicate their ideas, thoughts and feelings about songs and instruments.

To experience a range of live and recorded music from different times and cultures.

Implementation

When planning, teaching and resourcing our music lessons it is our aim to implement and fulfil our Intent Statement. It is our intention for the children to 'Learn happily and develop a love of learning that will last into adult hood and beyond'.

Planning

Throughout Greenlands Community School, music is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

Listen and Appraise

Musical Activities include *Games, Singing, Playing, Improvising and Composing*

Perform/Share

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Enhancement and enrichment

In KS2 children are given the opportunity to have weekly violin lessons in small groups with a peripatetic teacher.

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing musical questions, or presenting their work to the rest of the class.

Maths

The teaching of music contributes to children's mathematical understanding in a variety of ways including singing songs to promote mathematical ideas.

Computing

Information and communication technology enhances our teaching of music, wherever appropriate, in all key stages. Computers and Ipad resources are made use of to support children's information finding, enabling their creative music making, and as tools for recording the ideas and performances.

Personal, social and health education (PSHE) and citizenship

Music contributes to the teaching of personal, social and health education and citizenship. The nature of the subject means that children have the opportunity to perform in school for different audiences.

History

As part of the curriculum, the children study music from different periods in history.

Geography

Within the scheme, the children will listen to and learn songs from different parts of the world.

Spiritual development

Through the use of songs and pieces of music we enable the children to learn about the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

Music and inclusion

All pupils will have equal access to the entire music curriculum, including musical instruments. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all music lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

Greenlands Community Primary School aims to provide more academically able pupils with the opportunity to extend their music skills through extension activities.

Assessment and reporting

Pupil progress and attainment is assessed using the KLIPS assessment tool.

Pupils are assessed continuously throughout the year, as well as undertaking a summative assessment at the end of each academic year.

Children demonstrate their ability in music in a variety of different ways. The music teacher will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Feedback is given to the children to help guide their progress. Children are encouraged to make judgements about how they can improve their own work.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher as well as the curriculum leader. Pupils with special educational needs and disabilities (SEND) will be monitored by the Special Educational Needs Coordinator.

Resources

The resources are kept in 2 central stores in KS1 and KS2.

The subject leader will carry out an annual audit of the music resources.

The subject leader will discuss with the music teachers the need for new resources which will be bought from the amount allocated in the annual budget.

Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in music at Greenlands Community Primary School.

Any changes made to this policy will be communicated to all teaching staff.

There is a named member of the school's governing body who is briefed to oversee the teaching of music.

An annual report will be written by the curriculum leader that will be shared with the head teacher and the leadership team as well as the nominated governor.

Impact

The impact of our Music curriculum is that when children leave Greenlands School, they will have a love of music and increased levels of self-confidence.

They will be inspired by different genres of music, analyse music and compose a variety of music.

Children will be able to enjoy music in as many ways as they choose - either as listener, creator or performer.

The teaching of music supports and promotes the development of the school values of respect, compassion, trust, perseverance, resilience and ambition.

The impact of good teaching has a positive impact on standards in music. The impact is measured by the music subject leader and the leadership team.

How the impact is measured

The music subject leader will monitor the impact the music teaching is having on the children's learning through lesson observations, walk through and discussions with children and staff.

The music subject leader will analysis standards and compare them year on year progress.