

## **Subject Policy: Music**

**First Produced Sept 2014**

**Reviewed: May 2019**

Please note that the following policy must be read in conjunction with all other school policies.

### **1 Aims**

Our principal aim is to allow every child the opportunity to appreciate and enjoy music through active participation in listening, performing and composing.

We aim that every child will:

- 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, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- develop an appreciation and understanding of a wide range of music (KR)
- experience and participate in the performance of live music (KR)

### **2 Curriculum Organisation**

#### **Foundation Stage:**

Music is taught at Foundation Stage (Reception) and (Nursery) by the class teachers. Lessons link in with class topics and are planned to address the Development Matters Statements for the EYFS in the area of Expressive Arts Development. They enable children to develop confidence when singing, and to learn about music concepts through movement, playing games and exploring sounds.

#### **Key Stages 1 & 2:**

Music is planned to cover the requirements of the national curriculum and follows the Music Express Scheme (2014). The curriculum is covered in full and is delivered through a series of twelve 3-week topics each year. Due to the mixed year group classes, the curriculum is delivered over a two-year rolling programme covering a maximum of twenty-four short topics in KS1 and LKS and 12 longer topics in UKS2. In practice, this works out at two topics per half term. Each class attends a weekly 30 minute music lesson taught by the subject leader along with opportunities to participate in other special events, such as music workshop days, concerts or demonstrations by visiting musicians and supporting the spiritual life of the school through singing at Mass and in assemblies. In addition, each Key Stage presents a yearly show and singers and instrumentalists participate in seasonal concerts. Where these may eat into curriculum time, missed topics tend to be largely performance based anyway.

Generally, music is well resourced and delivered in a way that maximises and develops potential by stimulating pupils in a variety of ways. Additional teaching resources include the use of materials

from the LCP planning files, the International Primary Curriculum (IPC) and BBC recorded programmes.

The only limiting factor is that lessons are taught in the school hall, which is a shared working area and it would be more beneficial to all if the school had a large purpose built, soundproof music room.

**Please note that as of September 2019 – Music lessons in KS 1 will be year-specific and not following the current two-year rolling programme. Music Express resources are already published in year specific format so it will be easy to make the switch over. Looking ahead, when the school becomes fully 2FE a year-specific programme will be available for KS2 as well.**

## **Attainment Targets and Subject Content:**

At the end of each Key Stage children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key Stage 1**

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using inter-related dimensions of music

### **Key Stage 2**

Pupils should be taught to sing and play musically with increased confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- play and perform in solo and ensemble contexts, 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Each class spends between 30 mins and 60mins each week studying music or singing collectively. Peripatetic teachers also visit the school to provide instrumental tuition for pupils who wish to further their ability. Extra-curricular activities are offered through the goodwill of staff. Children from Year 2 upwards can start percussion lessons through the 'Drum Truck' organisation and ukulele club run by Miss Roper. Children from Year 3 upwards have the opportunity to learn the recorder and the guitar. In addition, some of the older children also attend the 'Live Wire Rock

Academy,' based at our school, for weekly lessons on electric guitar, keyboard or drum kit. Children from Year 4 upwards may join the school singing club (choir).

### **3 Contribution to other curriculum areas**

#### English

Music supports the English curriculum through reading, drama, poetry, speaking and listening in discussions and group work and some recording through written work.

#### Maths

Music reinforces many mathematical concepts, for example: counting ('10 in the bed') and repeating patterns (clapping rhythms, sequencing and structuring compositions).

#### Computing

Some software is used to support the teaching of music at each Key Stage where it links to the computing POS. The subject leaders for Music and ICT liaise with regards to this. Internet access is required for research projects e.g. instruments, composers and cultural music. E-safety issues are addressed at the start of each lesson in line with our E-safety policy.

#### SMSC

Some music time is used for Mass preparations, seasonal concerts and special events connected with the church and the local community. The Music Express scheme enables children to explore and appreciate music from other cultures.

The scheme also creates links with MFL, P.S.H.E. History, Science, Geography, Religious Education and the other Arts.

### **4 Inclusion**

By maintaining an 'inclusive' policy, all children are enabled access to the music curriculum with some modifications where necessary e.g. differentiated or mixed ability group tasks and currently one child attends music supported by an adult. It is important that everyone feels included. Curriculum modification is also required at KS2 in order to extend opportunities for **gifted and talented** children through participation in concerts and projects which may be external to the school e.g. music festivals, singing at the Young Voices concert at the 02 arena and G&T enrichment days and instrumental workshops.

### **5 Assessment & Recording**

Assessment in music is mainly formative and helps steer planning and progression. It is carried out informally during music lessons and may take the form of discussion with a child while working on a practical task or through pupil self-appraisal.

Summative assessment is carried out each half term and is recorded on the individual pupil tracking grids. This may be based on individual, paired or small group tasks. Evidence is recorded in a number of ways including: on paper, written in pupil work books, photographed or recorded on video. In addition, some work sampling is carried out to monitor pupil progress and to enable the subject leader to advise on annual report writing. It is also the role of the subject leader to report on music progress for each child in the summer term report card and also to report on music curriculum developments to the governing body every two years.

## **6 Health & Safety**

Lessons are mainly taught in the hall and occasionally in classrooms. The working areas are checked before each session and access to fire escapes is kept clear and power cables are covered.  
**See health and safety policy.**

## **7 Resources**

Music is resourced well and instruments are stored centrally for easy accessibility.

## **8 Monitoring & Review**

The subject leader is responsible for:

- producing the music policy, music action plan and SEF
- monitoring the standard of the children's work and the quality of teaching in music
- supporting colleagues
- informing colleagues about current developments within the school
- producing an annual report for pupils based on their general progress and attainment