

First Produced Sept 2014

Reviewed: June 2017

Next review - Summer 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 Creative 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 new national curriculum and follows the new Music Express Scheme re-released in 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.

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.

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. Children from Year 3 upwards have the opportunity to learn the recorder and the violin. 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). Year 3's may join subject to numbers and for gifted and talented reasons.

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

Although this requires ongoing upgrading, funding and more resourcing, software will be used to support the teaching of music at each Key Stage where it links to the computing POS. 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 .

- 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 P.S.H.E. History, Science, Geography, Religious Education and the 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 O2 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 at the end of a unit, if appropriate to do so. This may be in the form of an individual, paired or small group task. Evidence is recorded in a number of ways including: on paper, written in pupil work books, photographed or recorded on video. In addition, work sampling is carried out to monitor pupil progress and to enable the subject leader to advise on annual report writing.

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. An area for further development would be the use of more ICT software, thus enabling a more balanced delivery of the curriculum.

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, musically
- informing colleagues about current developments within the school
- producing an annual report and action plan which indicates strengths, weaknesses and areas for further improvement.
- monitoring children's work and observing progress across the school

