



Music Policy

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Policy Statement

Music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We provide opportunities throughout the year for our musicians to perform for the school. This includes solo and ensemble performances as part of assemblies, and at community events. We recognise the achievement and celebrate the success of all our children. Children are encouraged to share their musical journey by sending video clips via SEESAW which we share in our weekly Celebration assembly.

The teaching of music at Wolviston Primary School allows personal expression and reflection, enabling everyone to find their inner musician. We aim for our music lessons to be fun and inspiring; engaging the children with songs, lyrics and movement and allowing them to develop their own appreciation of music. Music is planned in line with the statements laid out in the National Curriculum and is supported by Charanga Musical School.

We are a Rights Respecting school and plan opportunities for children to understand and reflect on the 'UN convention on the rights of the child' (UNICEF). Teacher's planning includes articles which relate to music.

Intent

Music is a unique way of personal expression, and it can play an important part in the personal development of children. Music can help children feel part of a community. We expose the children to many examples of musical styles and genres from different times and places, so they become critical listeners, responding to a wide range of genres and periods of music. Different cultures, genres, times and places are reflected through the music we play in assembly. A piece of music and its context is introduced to the children at the beginning of the week and then played every day.

Through the teaching of music in our school we enable our children to:

- Enhance their learning across the curriculum through music
- Know how music is made through a variety of instruments
- Know that music is influenced by the time, place and purpose for which it is written
- Develop skills needed to perform, compose and appreciate music
- Respond to new developments in technology which will enhance musical learning and keep music relevant to the present day
- Give pupils an enjoyable and stimulating experience of music which will encourage them to keep enjoying music throughout their lives
- Enable pupils to enjoy performing to an audience

Roles and Responsibilities

The Head Teacher and the subject leader are responsible for monitoring the standards of teaching and learning in school. The subject leader is responsible for supporting colleagues and informing them about current developments and resources.

The subject leader will:

- Review and update the policy when appropriate
- Ensure staff are aware of the policy's content and that it matches classroom practice as far as possible

- Assist in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans
- Monitor and evaluate the implementation and impact of the Music curriculum
- Ensure appropriate resources are available and regularly update them within the limits of the school budget and according to needs
- Keep up to date with new developments in Music and attend relevant CPD, including termly Trust Working Party meetings
- Disseminate information, as it is received from any external source, to staff and children
- Encourage other members of staff in their Music teaching and give support where appropriate
- Ensure that Music maintains a high profile within the school, through displays etc
- Use Seesaw to gather a whole school overview of the teaching and learning of Music
- Keep evidence of curriculum walk reports, examples of planning and examples of children's work.

Teachers;

- Are responsible for planning and delivering the Music curriculum in line with the school long-term and medium-term schemes of work
- Deliver high quality and interactive teaching which facilitates progress
- Share examples of children at work and performances via our online learning platform
- Accurately assess pupil progress and attainment in line with school expectations

Implementation

Early Years Foundation Stage

Music is as an integral part of our EY curriculum. We know through research that Music contributes to a child's personal and social development, counting songs foster a child's mathematical ability, and experiencing music from different cultures increase a child's Knowledge and Understanding of the World. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

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 the inter-related dimensions of music

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 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.

Resources

We have a range of music equipment and resources that are accessible for all and can be easily moved around school. These include glockenspiels, recorders and percussion instruments. A sound system with computer is available in every class.

Impact

Our Music Curriculum is high quality, well thought out and planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning which demonstrates progression across the school
- Tracking of knowledge in pre and post learning activities
- Pupil discussions about their learning

Monitoring and Evaluation

To monitor and evaluate the teaching and learning of Music the subject lead will:

- Provide support to teachers by explaining the progressive curriculum map, discuss the key concepts in Music, co-planning, team teaching, observing and giving feedback
- Monitor the delivery of medium-term planning against the curriculum map.
- Engage in monitoring strategies such as work sampling, pupil voice review and lesson observation.
- Review and advise the SLT on Music resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

Assessment

Assessment forms an integral part of the teaching and learning of Music. Teachers assess children's progress in several ways, through feedback, by observing their working, listening to their responses and by making informed professional judgements in relation to the expectations set out in our curriculum maps.

Teachers record and track progress by making formative assessment throughout the year. At the end of the year assessment information is collated and a summative judgement, measured against specific termly end points for each year group, is made. We track pupil progress using an internal data system.

Health and Safety

Children are taught how to use equipment and resources in accordance with the health and safety guidelines.

Equal Opportunities

All children, regardless of gender, race or learning needs will be given equal access to our Music curriculum. The Music curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate resource.

If a child has an EHC plan and is unable to access the curriculum at the same level as their peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to, and in consideration of, the school's Equality Policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents.

Policy Monitoring and Review

The subject lead reports to the Head Teacher upon the progress of their subject across school, the Head Teacher in turn, discusses this with school governors and the Trust.

Any questions or concerns regarding this policy should be made to the Head Teacher