

# Music Policy

## Philosophy

Music is a universal language that embodies one of the highest forms of creativity. A high quality Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with enthusiasm to a variety of musical genres.

## Aims

All pupils should be able to :

- Perform, listen to, view 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.
- Understand and explore how music is created, produced and communicated, including through the elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Objectives

### **Key stage 1 Pupils should be taught to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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 elements of music.

### **Key stage 2 Pupils should be taught to:**

- Sing and play musically with increasing 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 should be 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 elements 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.

## Teaching and Learning

### **To ensure consistency of teaching and learning within the curriculum teachers need to:**

- Ensure there is clear progression within the medium term plans.
- Plan work with an understanding of each child's experience and ability.
- Link Music activities with music from different times and places.
- Encourage children to explore and experiment in practical music making.
- Encourage children to value all music making.
- Allow opportunities for listening to live music.



- Create links with other curriculum areas.

### Structure of the Curriculum

Music is planned as a weekly experience for all children. We follow a scheme of work: Primary Music Specialist. This scheme of work shows clear progression and incorporates all the objectives set out in the National Curriculum. Termly curriculum content is written in the curriculum statements which are sent to parents.

During EYFS, musical activities are likely to be part of the daily routine e.g. singing games, rhythm activities and favourite songs, rhymes and raps. Instruments are available for the children to experiment with on a regular basis. Each KS1/2 class has a weekly Music lesson.

### Extra Curricular Activities

Children in KS2 are given the opportunity to have individual Music lessons with a variety of musical instruments. These lessons are taken by peripatetic teachers and are paid for by parents. There is a school choir, with a mixture of KS1 and KS2 children. The choir members have many opportunities to perform in school and in the local community. Each year the school performs a production in the form of a musical. This is an opportunity for children with particular musical talent to showcase their performance skills.

### Assessment

Teachers assess children at the end of a unit taught, informally, through questioning and more formally on SIMs. Teachers write a comment, focusing on skills and progress made, for each child on the end of year reports.

### Monitoring and Evaluation

The Music subject leader will be involved in monitoring the subject through medium and short term plans provided by the teachers. Progress will be monitored through learning walks, formal and informal discussions and classroom evidence e.g. photographs, written notation.

The main responsibility of the subject leader is to ensure the progressive and effective development of Music teaching throughout the school. The subject leader will support other staff in developing the Music curriculum, co-ordinate the purchase and evaluation of resources, evaluate and update the policy and ensure effective display of musical achievements.

### Resources

Primary Music Specialist – Whole school

A wide range of musical instruments, tuned and un-tuned.

Electric piano. 2 upright pianos

Interactive assembly/whole school singing scheme 'Out of the Ark' plus a selection of current chart songs.

Resources can be made easily accessible to pupils and teachers through the music room.