



Music Policy

Our mission is to inspire, nurture and challenge every learner to achieve their full potential.

Introduction

The teaching of Music is valuable because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It allows children to be creative as well as develop their understanding to a highly academic level. We provide children with a range of opportunities to develop their ability to make judgements about music and encourage them to appreciate a wide genre of music.

Aims

Through our teaching of Music we aim for children to:

- Receive a rich, broad music curriculum that is challenging and allows children to reach their full potential.
- Know and understand how sounds are made and then organised into musical structures.
- To provide the opportunity for all children to perform alone and with others, using a range of instruments and their voices, developing an awareness of audiences, venue and occasion
- Create compositions in response to a variety of stimuli and record in written form.
- Develop the interrelated skills of composing, performing and appreciating music.
- Make and quantify judgements about the quality of music.
- To integrate music into the creative curriculum and develop musical concepts and skills sequentially and progressively
- To ensure assessment of individual's progress in music skills

Through Music we can also:

- Develop cultural understanding.
- Ensure that children understand how music is influenced by the historical period and location.
- Develop pupils as active citizens.
- Celebrate high levels of success and excellence.
- To evoke a creative response to music through experimentation e.g. singing, composition

Principles of Practice

- Music is a foundation subject and may be taught through topic work, discretely or form part of a core subject where appropriate.
- Children are provided with opportunities to develop their ability to sing in tune and experiment with a range of techniques. E.g. singing in a round.
- Opportunities for high quality musical experiences should be explored and promoted for all children within Holbrook Primary School
- International learning should encourage the exchange of music
- A wide variety of stimuli should be used as a starting point for composition e.g. Pictures, poetry, drama etc
- Wherever possible, Music should be embedded within the Cornerstones topics
- Music skills should be assessed using the school skills progression documents. These should also inform planning and next steps in learning
- Music lessons are planned to ensure progress for every child. Every child experiences 'challenge' within Music lessons to develop key skills in this subject. A range of resources are used to support the teaching of Music including:
 - ICT Resources
 - Visual / auditory resources (e.g. video / sound clips.)
 - Musical instruments.

- Music lessons include a 'What? Why? How?' that focuses on Music skills.
- Children should use musical vocabulary to describe Music effectively.
- Music work is recognised and displayed through the use of photos, 'Talk Tins,' written work etc.

Learning and Teaching

- Teaching and learning in Music must ensure that all learning styles of the children are met (auditory, visual, kinaesthetic) through a wide range of learning opportunities. Music is recorded through photographic evidence, drawings, written work, 'Talk Tins,' and short video clips.
- Planned activities give children the opportunity to work independently, in pairs and small groups.
- Every music lesson allows children to take part in practical, Music focused activities.

Teachers / HLTAs (and where appropriate, LSAs) will –

- Strive to provide inspiring, engaging Musical experiences. The teacher's role is therefore varied – someone who observes, facilitates, supports, provides a critical audience, models and scaffolds.
- Demonstrate high levels of Musical knowledge about the topic being taught.
- Have a clear understanding of the objectives being taught, openly sharing these with the pupils.
- Plan for well-paced lessons, which drive learning forward and ensure pupils make progress within lessons.
- Pass on their optimism and high expectations for success to the pupils.
- Appropriately use a range of teaching strategies, (including direction, demonstration, modelling, scaffolding, explanation, targeted questioning, initiating and guiding exploration, discussing and challenging ideas generated by the pupils).

HLTAs/Teaching assistants/ other adults will –

- Demonstrate competent Music skills
- Play an active role during whole class sessions, supporting the learning objective
- Support the teacher in the plenary of whole class sessions

Planning

We use the National Curriculum and Early Years Foundation Stage guidance (EYFS) as the basis for implementing the statutory requirements of the programme for Music. Skills sheets are used to inform planning to ensure that key concepts are being covered in each year to allow pupils to make progress. Wherever possible, pupils should be involved in the planning and evaluation processes as part of our pupil inspired curriculum approach.

Organisation

Music is a foundation subject and is taught through the class topic or discretely if necessary. Some topics during the academic year will allow Music to be taught more in depth than others. The main features of a topic lesson linked to Music will include whole class teaching, independent or group activity, composition and a plenary (a lesson review where children reflect in the learning that has taken place.)

In foundation stage Music falls within the area of learning called 'Creative and Expressive Arts' in the EYFS profile.

Special Educational Needs

All pupils have full access to Music lessons.

In class, the teacher will set differentiated tasks to support less able, and extend the more able.

All pupils will be taught so that they remain in the zone of challenge. Questions which stretch and extend thinking will be used.

Equal opportunities

All pupils are entitled to access the Music curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Additional Music Teaching

All pupils are given the opportunity to learn Brass in Year 4 as part of the National Curriculum free of charge.

Music Lessons - All pupils are given the opportunity to learn to play a brass instrument, fife, flute, guitar, keyboard, drums, violin. Parents who wish for their children to take part in these additional Music lessons are required to pay fees and hire or purchase musical instruments. These lessons, which are in addition to the normal teaching of music, take place during normal lessons in which children are withdrawn for an instrumental lesson.

Assessment and Recording

Assessment in Music is an on-going process based on objectives linked to the the National Curriculum 2014. Teachers will assess Music at regular intervals throughout the year. Pupils will be assessed as having achieved, not achieved or exceeded expectations as set out in the curriculum. We use this as a basis for planning further topics throughout the academic year.

In foundation stage Music falls within the area of learning called 'Creative and Expressive Arts' in the EYFS profile. Music will be assessed through Learning Journeys.

Monitoring and Evaluation

Monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader. The Music subject leader also supports colleagues in the teaching of Music, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.