



Music Policy

Policy Creation and Review	
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Vision

At New City, we aim to deliver a high-quality music curriculum which inspires and enriches pupils to fulfil their musical potential. This begins at their first exploration of sounds at a young age and develops through singing, playing, listening and composing. We want our children to develop a lifelong appreciation for a wide range of high-quality live and recorded music drawn from a range of different cultures. We believe all children deserve to be given the chance to explore and compose music from a rich variety of cultures.

Aims

- To teach the skills needed in order for children to play a wide range of musical instruments and explore the way their voice can be used as an instrument.
- To promote children's ability to compose music for a purpose, drawing on their knowledge of the inter-related dimensions of music.
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions and appreciate the diversity of cultures around them.

Outcomes

Children are able to express themselves through a variety of musical channels and are confident in their ability. When performing, children understand the importance of accuracy, fluency, control and expression. They are able to ask relevant questions and critically analyse the intentions of composers using key vocabulary.

Organisation

Music lessons are delivered by our in-house music teacher. As children progress through the school, they will get a chance to learn to play a variety of instruments.

EYFS - classroom percussion

Key Stage 1 - classroom percussion leading to xylophones and glockenspiels

Year 3 - ukulele

Year 4 - recorder

Year 5 - brass

Year 6 - brass

Teaching and learning style

Children will learn music through singing and the playing of instruments. From year 2 to 6, each year group has a chosen instrument which will be learnt in their lessons to develop their musical skills. They will be able to transfer this skill set to a range of instruments as they continue to develop their musical abilities.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work alongside Charanga as the basis for its curriculum planning in Music.

We have adapted the national scheme to the local circumstances of the school. As required, we teach at EYFS, Key Stage 1 and 2. Our scheme of work focuses on listening and appraising, singing and instrument playing, developing the children's knowledge and understanding of the interrelated dimensions of music as they progress through the school. Some units of work are planned using Charanga to support teacher's delivery.

The curriculum planning in Music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Music activities covered in each term during the key stage. The Music subject leaders work this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

The teacher delivering the lesson completes a daily plan for each Music lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Musical activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the

children are increasingly challenged as they move up through the school.

5. Early years and foundation stage.

We encourage the musical development of our children in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they sing and handle different objects that can be blown or beaten. We give all children the opportunity to participate.

Links with other subjects.

Music can link to other subjects, e.g. Literacy, (recount/rhythm/poetry), Maths (counting) and Geography (world music). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Teaching music to children with special educational needs

At our school we teach Music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We also have a visiting music therapist who works with children identified by the SENCO to support them in many aspects of their development such as socially, emotionally, or physically.

Some of our children with additional needs take part in an additional weekly music class run by support staff who liaise with the music coordinators to plan engaging activities to help aid the children's individual targets.

Equality

All aspects of Music are taught in such a way as to include all children regardless of their gender, background, culture or physical ability.

Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

Assessment and recording

Teachers assess children's work in Music by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' Music and self-assessment. This information is passed on to the class teacher who records the progress made by children. At the end of a unit of work, teachers put their assessment into a tracker. This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Children record in their books once per half term.

Resources

There is a range of resources available for music lessons. All of Key Stage 2 have an instrument to learn. Year 5 and 6 are all provided with a brass instrument which the school were able to purchase through a grant awarded by Restore the Music Foundation. There is a variety of classroom percussion available for early years and key stage 1 to use.

Live Musicians

Throughout the year, the music leads will arrange opportunities for children to be exposed to live music as per the National Curriculum. This may be done through visitors to the school or trips to watch performances. This can be cross-curricular for example watching a musical based on a certain topic.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leaders. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Extra-curricular activities

We have a school choir which rehearses weekly after school. The children learn to sing a variety of songs from different genres and to sing in harmony. Children are given opportunities to perform both inside and outside school.

Children are also encouraged to showcase their musical talent and are given the opportunity to perform for their peers.

Links to other policies:

- Teaching and Learning
- Assessment Guidance