



# STREATHAM & CLAPHAM PREP SCHOOL

## Music Policy

There are 3 main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;

### Introduction

#### The importance of music to the curriculum

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

#### The school aims to:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- enable all pupils to realise their individual creative potential and to express themselves through music;
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places.
- develop contribute to the community and the school's ethos.

### Strategy for curriculum organisation and management

#### Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

All pupils experience planned class-based musical activity every week as detailed in Appendix 1. This scheme of work for music draws on the recommendations of the National Curriculum and is designed to challenge pupils of all abilities.

Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening. Most units of work include a full range of these activities.

All pupils can have the opportunity to take instrumental tuition provided by visiting instrumental teachers.

### **Teaching and Learning**

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, nurturing listening, reading and motor –skills in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. As the pupils make progress, especially in the Upper School, they develop their ideas individually or in small groups.

Teachers use challenging questions using interactive listening and appraising activities to generate discussion and debate and create an atmosphere of aspiration and creativity.

### **Assessment and recording**

Assessment opportunities are identified in each unit of work. Continuous assessment is encouraged through live peer self-assessment and a monitoring register, noting what pupils have individually achieved as part of the lesson objectives.

### **Monitoring and reviewing**

An annually updated Action Plan assists in the monitoring and reviewing of the subject. This is used by the Head Teacher to form annual departmental budgets and by the Head of Music to assist in the development and growth of music provision

### **Risk assessment Arrangements**

The school has its own Health and Safety guidelines, following the example of other GDST schools. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines is provided for all teachers. Electrical equipment is checked in line with the school's procedures

A folder of risk assessments for class music lessons, extra-curricular music activities and musical performances is kept in the group risk assessment folder via the computer

### **Links with other curriculum subjects**

#### **Literacy**

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing

#### **Numeracy**

Music supports the development of counting pulse, notes, sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

#### **ICT**

Pupils will have opportunities to use keyboards, employ ipads for recording and music making and have an introduction to using computer music programmes, such as *Muse score*.

### **Links to Humanities and Sciences.**

Pupils will explore the musical traditions of certain historical periods and areas of the natural world studied as part of the wider curriculum or linked to special class topics. They can also explore

information linked to more specific themes and topic areas through song such as Migrations, Victorians, Black History, Science of Sound.

### **Spiritual development**

To help develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences. There are singing practices which take place each week. Pupils learn a variety of topical and traditional songs, as well as thought-provoking songs, world music and hymns with a wide appeal.

### **Personal and social development**

This is promoted through music activities such as musical games, dancing, group compositions and ensemble playing. There is a special emphasis on sharing resources, in “taking turns” and on listening to each other’s efforts and views.

### **Learning Resources**

A range of tuned and un-tuned percussion instruments, keyboards, recorders and ukuleles are available for use in music lessons and are kept in the music room and in an additional storage area. There is also a portable CD player when needed and a weighted electric keyboard kept in the music room as well as an acoustic piano.

There is a set of violins enough for all of Year 3 to use in their introduction to violin which starts in October each year co- taught by a visiting String specialist and the Head of Music. This more recent initiative has led to an upturn in interest in learning the violin generally in school.

The scheme of work for music and unit resources are kept in the electronic music file.

### **Inclusion**

Teachers are expected to include in their planning how to meet the targets identified in the pupils’ special need and learning styles and there is supportive dialogue between VMTs, Class teachers, Head of Music and specialist support staff.

### **Performances**

All children will have an opportunity to perform for each other termly and across the year, whether in informal afternoon concerts or class ensembles. More formal concerts with a selection of pupils take place each term, including a Carol Concert at Southwark Cathedral with the Senior school. There is an annual open evening to encourage pupils to try out potential new instruments and other joint events such as workshop and concerts.

Year groups perform a musical during the year.

- Autumn term: Nursery nativity and Reception nativity, Year 1 and 2 Winter production
- Spring term: Year 4 production
- Summer term: Year 6 production (2 performances)

### **Staffing**

Pupils are taught music by a designated music teacher who also provides most of the extra-curricular music activities. Currently class violin is co- taught to Year 3 with the violin specialist music assistant based in the senior school. Meetings between the Director of Music and the Head of Prep Music at a regular time every two weeks.

There is also a transition opportunity for Y6 pupils who get the chance to learn more advanced musical skills through a weekly Musicianship class with the Head of Academic Music from the Senior school

### **Extracurricular Opportunities**

There are currently several extra-curricular music clubs available to pupils:

- KS1 Choir (Mini singers);
- KS2 Choirs: Y 5 & 6 Chamber Choir; Y 3 & 4 Choir. Mini singers.
- Orchestra (Year 2 – 6)
- Recorder Consort (Year 5 & 6)
- Ukulele Club
- Piano Duet / Theory Club
- Musicianship (Y5 & 6)

These clubs meet once a week for 30 minutes during lunchtime. In addition to these, pupils have an opportunity to perform at whole-school assemblies, while concerts and musical productions provide additional chances for pupils to develop performing and experience.

There are 13 peripatetic teachers who provide individual instrumental/singing lessons. Currently lessons are offered in piano (4 teachers), flute, clarinet, guitar, violin, cello, voice, recorder, percussion and brass instruments.

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