



Music Policy

Person(s) responsible for this policy		Head of Music	
Last review by	A Tabor	Review date	January 2023
Date of next review		January 2024	

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 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, 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 in listening and appraising activities to generate discussion and debate.

Assessment and recording

Assessment opportunities are identified in each unit of work. Continuous assessment is encouraged through a monitoring register, noting whether or not pupils have individually achieved 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 both the music coordinators information folder and 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 sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

ICT

Pupils will have opportunities to use keyboards and experience computer music programmes.

History, Geography and Sciences.

Pupils will explore the musical traditions of historical periods and areas of the 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 volcanoes, rivers, sound and vibrations.

Spiritual development

In order to 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.

There is also a portable CD player and a weighted keyboard kept in the music room.

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

Inclusion

Teachers are expected to include in their planning how to meet the targets identified in the pupils’ IEPs.

Performances

All children will have an opportunity to perform for each other during the year, whether in informal twilight concerts or class ensembles. More formal concerts with a selection of pupils take place each term. 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

Extra curricular Opportunities

There are currently 3 regular extra-curricular music clubs available to pupils:

- KS1 Choir;
- KS2 Choir;
- Orchestra;

These clubs meet once a week for 30 minutes during lunchtime. In addition to these, pupils have the opportunity to perform occasionally at whole-school assemblies, while concerts and musical productions provide another opportunity for pupils to enhance musical experience.

There are also 9 peripatetic teachers who provide individual instrumental/singing lessons. Currently lessons are offered in piano, flute, clarinet, guitar, violin, cello, voice, recorder, percussion and brass instruments.

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