



# Music Policy

Approved by the Governing Body: Jan 2018  
Review Date: Jan 2020

## Why Music?

Music is an integral part of everyday life.

Music holds the promise of providing children with life-long interests and the rewards and self-fulfilment that flows from such a long term involvement. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

Music is fun, enjoyment is infectious and children should develop a love of it for its own sake.

## Aims and Objectives

Music is a non-core foundation subject within the National Curriculum. Our aims in teaching music are consistent with our school's philosophy to develop all the children to the best of their ability and take account of the Buckinghamshire Education Authority Curriculum Policy Document and The National Curriculum published in 2015.

The National Curriculum states that; by engaging children in making and responding to music, music teaching offers opportunities for them to:

- perform, listen to, review 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our teaching of music aims to also:

- Be all inclusive and provide equal opportunities for all children to access their entitlement of the curriculum.
- Provide breadth and balance, whilst developing knowledge and understanding through progression and continuity.
- Recognise ways in which ICT skills may be incorporated into, developed and used to enhance the musical experiences of all children.
- Provide relevant differentiated experiences for both musically able children and those with learning difficulties.
- Encourage children to develop their self expression, allowing the spirit to invent, explore and grow.
- Embrace the key skills of communication, improving children's own learning and performance and problem solving/thinking skills.
- Enable children to exercise responsibility in choices and decisions they and others make as part of the creative process and so help them come to value their own and others' work.



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## Ongoing Skills

### Foundation

- Join in favourite songs
- Show an interest in the way musical instruments sound
- Respond to sound with body movement
- Enjoy joining in with dancing and ring games.
  
- Sing a few simple, familiar songs
- Sing to themselves and make up simple songs
- Tap out simple repeated rhythms and make some up
- Explore and learn how sounds can be changed
- Imitate and create movement in response to music
  
- Begin to build a repertoire of songs
- Explore the different sounds of instruments
- Begin to move rhythmically

## Key Stage One

Children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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 inter-related dimensions 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 inter-related dimensions 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.



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## Organisation and Management

Our scheme of work for music fulfils the requirements of The National Curriculum. The published scheme, Charanga, helps staff to plan music lessons in Foundation and KS 1/2 where the ideas help develop the musical skills and enjoyment of staff and children. Support is available from the music co-ordinator, visiting support staff and planned INSET.

The curriculum falls into "Ongoing Skills" units, over 2 years and year group "Units of Work", which are planned for each term. Ongoing skills are also further developed as a whole school session, led by the music co-ordinator in a weekly session of 30 minutes as part of whole school assemblies. Class teachers are then encouraged to incorporate some of the skills learned into their weekly class lessons and/or as part of their daily circle activities or shorter sessions. KS2 children develop their skills through units of instrumental work; African drumming, Recorders, Ukuleles and brass instruments.

## Time Allocation for:

Key Stage 1 is 30 minutes a week

Key Stage 2 is 1 hour a week

## Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

## Teaching and Learning Strategies

At least part of each music session involves whole class activities (e.g. warm up activities and singing) with the opportunity for individual, paired or group work either during the session or afterwards in designated areas. Regular opportunities for whole school participation in music performance and listening are provided through daily assemblies, weekly ongoing skills sessions and annual whole school concerts at Harvest Festival, Christmas and the Leavers Assembly.

## Inclusion - Providing Effective Learning for all Pupils

Differentiation of the curriculum is considered in the planning and may be by task or by outcome. A variety of criteria are used when sorting groups depending on the task in hand. Special needs pupils in both the more able and the less able are identified and supported and opportunities provided for them to participate as fully as possible. The teaching explores a wide range of songs and listening extracts from a variety of cultures. There is no gender bias in the allocation of tasks, resources or activities.

## Resources

The school has a good variety of tuned and untuned percussion instruments, as well as a piano, various CD/Tape Recorders and some computer software which enables pupils to use ICT to enhance their musical learning (Compose World Junior/Espresso). We have a selection of multi cultural instruments.



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## Extended Curriculum and Whole School Opportunities

Children are encouraged to take part in music activities beyond the classroom. Performances by the children form a regular part of whole school assemblies. Children can attend recorder groups. The school enjoys visits from performers both professional and amateur. Recently we have had visiting musicians with a presentation from the Music Centre and a visiting orchestra. Children also have the opportunity to learn the piano with weekly lessons given by a local music teacher.

## Health and Safety

- Instruments are put away carefully after each session, unless on display or being used for practise.
- Instruments are stored appropriately according to size, weight and shape.
- Children are taught to take care when transporting instruments.
- Children transporting heavy items, including the music trolley should always do so under adult supervision.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Appropriate steps are taken to ensure hygienic use of blowing instruments, such as recorders which are not shared between pupils.
- Extra care is taken with electronic equipment and children's attention drawn to the potential dangers of electric sockets, plugs and cables.

## Assessment, recording and reporting Pupils' progress

Children's work, achievements and performance is mostly witness assessed and is recorded on a class profile both during and at the end of a unit of work. This is linked to our music scheme. Opportunities for assessment are identified in the planning to help teachers to monitor progress. In line with the school marking policy teachers will indicate working towards, reached and achieved further at the end of unit level expectations.

These levels of achievement will then be used to inform parents of musical progress at the end of the year. Annual reports also include comments from extra curricular activities.

## Monitoring, evaluation and development

The music co-ordinator will provide some INSET training as a whole school and then as personal needs dictate. The work will be monitored through work sampling, recordings, performances, observation, photographs, document analysis and staff meetings. Monitoring will take place at the end of each term to see how best to move forward.

Evaluations will be shared at staff meetings, further INSET training and in the SIP. Any action resulting from the evaluation will be included within the school improvement plan.