



Thrussington C. of E. Primary School.

Music Policy

1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to understand better the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. In line with the National Plan for Music Education 2012, we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 Our objectives in the teaching of music are to:
- enable children from all backgrounds to have the opportunity to learn a musical instrument, to make music with others, to learn to sing and have the opportunity to progress to the next level of excellence (as stated in the National Plan for Music Education)
 - explore how sounds are made, and can be organised into musical structures;
 - show how music is produced by a variety of instruments;
 - teach how music is composed and written down;
 - examine the relevance of when, where and why a given piece of music was written;
 - develop the interrelated skills of composition, performance and appreciation.

2 Teaching and learning style

- 2.1 At our school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.
- 2.2 We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - sometimes grouping children by ability and setting different tasks to each ability group;
 - providing resources of different complexity, depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children;

- providing specialist support where individual children have particular gifts or talents.

3 Additional music teaching and extra curricular opportunities

- 3.1 As part of our partnership with the Leicester-Shire Music Education Hub, we aim to provide KS2 children with the opportunity, at least every other year, to learn a musical instrument through the Whole Class Instrumental Tuition(WCIT).
- 3.2 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We aim to have recorder tuition and at least one other instrumental tuition offered in every academic year to provide children with a variety of opportunities, with the school supporting funding for those children eligible, enabling all children to access musical opportunities. From time to time these children will perform in front of an audience.

4 Music curriculum planning

- 4.1 Music is a foundation subject in the National Curriculum. In the light of the new National Curriculum 2014, our school uses the Leicestershire Music Education Hub scheme of work to lead our planning. Plans are designed so that each term the same theme is being explored across all year groups. Planning units are adapted to suit the range of abilities in the class as the expected outcomes are clearly laid out for each year group. This progression has three aspects:
- increasing breadth and range of musical experiences;
 - increasing challenge and difficulty in musical activities;
 - increasing confidence, sensitivity and creativity in the children's music-making.
- 4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The subject leader devises this plan using the Leicestershire music scheme of work.
- 4.3 The medium-term plans give details of each unit of work for each term. Although we have mixed-age classes, the planning themes repeat year on year but the expected outcome is clearly identified for different groups of children to ensure children build on their skills each year. We do the medium-term planning on a two-year rotation cycle.
- 4.4 The class teacher adapts the Leicestershire scheme of work to suit the class they are teaching. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

5 The Early Years Foundation Stage

- 5.1 We teach music in Early Years as a discrete subject in its own right. We relate the musical aspects of the children's work to the Early Learning outcomes which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal, social and emotional development as well as Expressive Arts and Design.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes, as well as the rhythm and structure of music. Counting songs foster a child's mathematical ability,

and songs from different cultures increase a child's knowledge and understanding of the world.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of PSHE and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

7 Music and Computing

7.1 Computing enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They listen to music on the Internet. They might experiment with editing voice recordings, which involves the use of a digital sound recorder.

8 Music and inclusion

8.1 At our school, we teach music to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the unit outcomes for each year group for each unit allows us to consider each child's attainment and progress. This helps to ensure that our teaching is matched to the child's needs.

8.3 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical show, we carry out a risk assessment prior to the activity, to ensure that the activity is safe.

9 Assessment

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. These will be recorded on the music assessment grid which outlines the skills associated with each unit of work for that particular year group. Some skills overlap across the units so it may, at times, be relevant to look at a child's skill over a number of units. Older pupils are encouraged to make judgements about how they can improve their own work. Evidence of children's practical skills e.g. recordings or videos of compositions are stored in the class folder within the music evidence folder on the shared drive.

10 Resources

10.1 There are sufficient resources for all music teaching units in the school. We keep instruments and other resources for music in a central store.

11 Monitoring and review

11.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;

11.2 The quality of teaching and learning in music is monitored and evaluated by the subject leader and/or headteacher as part of the school's agreed cycle of monitoring and evaluation.

11.3 This policy will be reviewed every three years or sooner if necessary.

Signed: A . Oatey

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