Music Policy

Rationale:

Music is an international language. It is a powerful, unique form of communication that provides a channel for pupils to express how they feel and think. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an integral part of culture past and present. Through music children share, plan, work together, listen and show respect. Pupils develop the ability to listen to and appreciate a wide range of music and to discriminate between different types of sound. They make decisions, find ways to communicate non-verbally and learn to notate. Music also develops children’s self-expression, imagination and creativity.

Expectations:

* By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2.
* By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4.
* By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for year 6.

Aims:

* 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.

Entitlement and curriculum provision:

* Our scheme of work has been created using the National Curriculum and the best elements of our own, established planning.
* Pupils experience a half termly unit of music each term of their school life. This ensures the coverage of the whole National Curriculum for music.
* The learning objectives, from the National Curriculum, are made clear to and reviewed with pupils at appropriate stages in the teaching sequence.
* Teachers use pupils’ own experiences, interests and prior learning to develop short term planning. When planning and delivering, all abilities and needs will be accounted for within each class.
* Teachers will use the wider school curriculum (including RE, citizenship and PSHE) to reinforce work and skills from the music curriculum through a thematic approach to teaching.
* Singing assemblies are planned to develop singing in both unison and parts and to cater for all ages and abilities across the school. A variety of religious and thought-provoking songs are covered throughout each year.
* Members of extra-curricular groups will take part in musical performances within the wider community.
* In line with expectations, the school provides opportunities for children to take ‘Next Steps’ and individual instrumental lessons with a qualified peripatetic teacher.

Assessment and recording:

Pupils are assessed by teachers, against the music learning objectives taken from the National Curriculum, using a variety of evidence such as;

* Through language involving discussion, description and explanation skills
* Lesson observations
* Practical applications of skills/ knowledge
* Photographs/visual recordings
* Written work in books or on displays
* Power points
* Mind maps
* Summative assessment

Within the annual report to parents an effort grade for music will be stated alongside a written comment reflecting the child’s achievements.

Continuity and progression:

* Long term planning will be reviewed at the end of each school year. It will be adjusted to ensure coverage of all areas of music and to avoid repetition, if necessary.
* Co-ordinators will monitor children and their achievements across the school.
* Co-ordinators will monitor medium term planning through discussions with teachers.

Resources:

* The central resource area is a mobile trolley, situated in the entrance hallway.
* Class teachers are responsible for ordering specific music books from the Schools’ Library Service.
* Displays, where appropriate, will ideally be interactive and will provide further information relevant to the unit of work.

Leadership and Management:

* Co-ordinators will continually update their knowledge of the music curriculum (e.g. courses, reading) and will inform other members of staff of any updates or changes.
* Co-ordinators will support planning and team teach where required.
* Co-ordinators will take responsibility for maintaining and allocating the music budget.

Reviewed by Gill May, January 2016.