

Leominster Primary School – Music Policy



Introduction

Music is an important part of the academic, creative, social and community life of the school. Music is a foundation subject in the National Curriculum. It is taught as a discrete subject but is also taught through cross-curricular topics and events, including assemblies. This policy outlines the purpose, nature and management of the music taught at Leominster Primary School.

Aims of Music Education

We intend that pupils will:

- find enjoyment and fulfilment through music making and musical expression
- engage and inspire children to express their ideas and feelings through the exploration and organisation of sound and to develop a love of music
- develop skills and techniques to use a range of instruments (including voice) and to use technology appropriately
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure
- listen attentively to music, recognising its main elements, distinguishing musical instruments and responding to changes in character and mood
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- understand the relationship between sound and symbol to enable them to record and perform musical ideas
- appreciate and evaluate the work of a range of composers and musicians from a range of historical periods, genres, styles and traditions, including music from other cultures
- take part in a variety of extra-curricular activities.
- have access to peripatetic music lessons within school (possibly funded through *pupil premium* if appropriate).

Foundation Stage

In Foundation Stage music is taught within ‘arts and expressive design’ which is one of the learning areas. Early music skills are taught including joining in with dancing and ring games, singing familiar songs, moving rhythmically, tapping simple rhythms and exploring how sounds can be changed using untuned instruments.

Key Stage One

In KS1 pupils will be 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 interrelated dimensions of music.

Key Stage Two

In KS2 pupils will 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 interrelated 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

Schemes of Work

A scheme of work is continually being reviewed and developed alongside the development of a creative and skills based curriculum. We aim to ensure that pupils develop skills, knowledge and understanding in accordance with National Curriculum requirements.

The scheme is implemented by class teachers. Some elements of music will be covered in other areas of the Primary curriculum.

The Teaching of Music

In the Foundation Stage class teachers teach music with significant input from practitioners from the *The Music Pool*. Assemblies for Yr R, Yr 1 and Yr 2 incorporate singing. These sessions cover many aspects of the music curriculum and prepares the children for school events. Class teachers continue preparation for school events and liaise with the music specialists. In KS2 class teachers teach music using schemes developed by the music co-ordinators.

Peripatetic teachers visit the school weekly to teach groups and individuals. Helen Wilding (violin teacher) also rehearses the school orchestra. Visiting instrumental groups or soloists also enrich the music curriculum.

Assessment

Children will be continually assessed within Music against each of the objectives. Teachers are also encouraged to keep electronic evidence (photographic). At the end of each term, a judgement will be made based on their overall understanding and ability. For each objective, 'not able to'; 'able to' or 'confident' will be highlighted. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators.

Everyday 'formative' assessments can help gauge pupil understanding and ability and inform future planning. Discussion and dialogue are essential, and will enable pupils as well as teachers to evaluate progress. The teacher will pass on relevant information to other teachers. Parents' evenings are opportunities for progress to be discussed. Written annual reports provide both parents and future teachers with information about pupil achievement within Music.

Differentiation

Differentiation in music may be planned in the following ways:

- Open ended tasks so that the work can be interpreted on different levels – by outcome.
- Differentiation by the amount of support given.
- Specific groupings, either in ability groups to challenge and extend pupils of similar ability, or in mixed ability groups to share expertise among the group.
- Within whole class activities, rhythms or parts of varying difficulty are allocated to appropriate groups.
- Some tasks are set differently accordingly to pupil ability.

Extra-curricular

The school offers a range of music lessons within school including guitar, ukulele, piano, violin, recorder and piano lessons. There are three lunch-time choir clubs for each phase of

the school (Yr 2, Yr 3,4, Yr 5,6), an orchestra and a recorder club. The choirs perform at various events throughout the year, including community events. The school also presents a number of musical events/productions during the year.

The county also provides a range of courses outside of school time. The school encourages children who show a real interest in this area of the curriculum to take part in such activities.

Role of the Head Teacher/SMT

- To monitor the curriculum and evaluate the provision for the music programme of study.
- To liaise with the music co-ordinators, particularly in preparation for the main events of the year.

Role of the Music Co-ordinators

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in music throughout the school.
- Co-ordinate extra-curricular activities where these are offered.
- Support colleagues in their development of work plans, implementation of the scheme of work and assessment and record keeping.
- To teach and assess the classes that they teach and report this progress to the class teachers.
- Monitor progress in music.
- Take responsibility for the purchase and organisation of central resources in music.
- Keep up to date with developments in music education and disseminate information to colleagues as appropriate.

Role of the class teacher

- To liaise with the music specialist to discuss schemes of work and to monitor individual pupil progress.
- To highlight other curriculum areas where music could contribute and to give opportunities for music to do so.
- To report pupil progress in the end of year report to parents.

Assessment

The music specialist/class teacher keeps their own record of pupil progress throughout the work undertaken in order to complete reports to parents annually. (See assessment policy).

Resources

The music resources are stored in a variety of places in the school to allow easy access to instruments. The music room is a central resource for large instruments and provides a place for individual lessons to take place. Resources include:

- a variety of tuned and untuned percussion instruments
- a variety of African drums
- teacher resource books
- a selection of CDs and CD players
- electric keyboards
- ICT resources for recording, composition, performance and research.

Equal Opportunities

All pupils will have equal access to the Music curriculum regardless of race, gender, ability or special needs. Music will be used throughout the school to develop respect and knowledge of other cultures.

Staff Responsible Hilary Lyon and Jane Biggs

Date Policy reviewed June 2017

Date of Next Review June 2019