



# Music Policy

Summer term 2022

<b>Review frequency:</b>	Every three years	<b>Review date:</b>	Summer term 2025
<b>Governing committee responsible:</b>		Curriculum and Standards committee	
<b>Governor approval:</b>	No	<b>Website:</b>	Yes
<b>Staff responsible:</b>	Subject leader Head Teacher	<b>Date produced:</b>	Summer term 2019

**Introduction:**

*Music is a unique way of communicating that can inspire and motivate children.*

**Purpose:**

At Clarborough Primary School we shall provide opportunities for all children to create, play, perform and enjoy music as well as develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. 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.

**Aims and principles:**

Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. It plays an important part in helping children feel part of a community.

To fulfil the requirements of The School Curriculum in Music we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils to become effective contributors, confident citizens and to become globally aware.

To fulfil the requirements of The National Curriculum in Music we aim to:

- Enable pupils 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.
- Show pupils how to sing and to use their voices, to create and compose music on their own and with others.
- Ensure there are opportunities to learn a musical instrument.
- Show pupils how to use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Ensure pupils 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.

**Consultation:**

In order to implement the Music curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy. The Head Teacher and Governors were consulted and encourage the use of the wider community to embed learning experiences.

**Sources and references:**

- The National Curriculum for Music: Programme of Study.

**Procedures and practice:****Steps:**

**Intent-** It is our intention when teaching the Music curriculum that our pupils develop a love music and acquire the knowledge and skills to become musicians. We aim to make music an enjoyable learning experience for all through fostering their creativity and promote self-confidence giving each child a sense of achievement.

**Implementation-** Our pupils are given the opportunity to discover, explore and develop technical skills through a range of means, including; singing assemblies, celebration of festivals, practical music lessons, workshops and attending the Young Voices concert. Teachers ensure the children are taught these required skills, which are set out in the National Curriculum, including, the requirements of performing, composing, listening and appraising.

**Impact-** A broad and balanced knowledge of Music will enable the children to use their acquired knowledge of skills to make links with the wider world to become confident citizens.

**Roles and responsibilities:****Governors:**

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

**Headteacher:**

To ensure staff adhere to and uphold the policy.

**Teachers:**

The teaching of Music is in line with The National Curriculum and should equip pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Teachers use a range of teaching and learning styles to engage and inspire pupils, including; whole class teaching, talk partners, mixed ability groups,

key questioning to promote higher order thinking and discussions and debates. Furthermore, pupils have access to a wide range of activities involved in learning music. Opportunities are also available for pupils to participate in activities outside the classroom, for example Young Voices and all musical exams taken outside of school are celebrated in a weekly celebration assembly. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

**Pupils:**

To demonstrate a conscientious attitude towards their learning of Music with an aim to be the best they can be.

**Parents and carers:**

To support the teaching and learning of Music, parents and carers are welcomed and invited into lessons to share their experiences; through the use of practical sessions, video links or resources.

**Aspects:**

**Equal opportunities:**

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. We believe that a broad and balanced Music education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

The Music curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Support Plans (ISPs). All necessary adaptations will be made to enable all children to access the curriculum. Pupils who show a particular talent for Music will be identified by the class teacher and will be included in our Incredibles display and the Music subject leader will be informed.

**Health and Safety:**

Children are taught how to use musical instruments correctly and safely. A risk assessment is undertaken prior to a new activity taking place, to ensure that the activity is safe and appropriate for all children. A risk assessment is also carried out if children are participating in musical activities undertaken by school which are offsite, for example, Young Voices. The pupils' safety and welfare is paramount. Please see the Policy for Educational Visits for detailed information.

**Planning:**

At Clarborough Primary School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences wherever possible. Celebration of festivals, weekly singing assemblies and practical music lessons are included in teachers planning and implemented accordingly. Children are offered the opportunity to study a musical instrument with peripatetic music teachers including; guitar, clarinet or flute, as well as the opportunity to attend an extra-curricular lunchtime club to learn the recorder. Planning is meticulous when school events are occurring offsite, for example, Young Voices or workshops. Teachers also have access to Charanga. This is an online tool to support teachers planning and delivery of music sessions.

**Teaching:**

Our teaching focuses on developing the children's ability to sing in tune and with others. We teach them to listen to and appreciate different forms of music through which they develop descriptive skills. They are also taught to make music together, to understand musical notation, and to compose pieces as well as giving children opportunities to develop life skills such as collaboration and organisation.

**Organisation:**

There are many occasions during the year for children to perform in public and celebrate festivals such as Harvest and Christmas. The Christmas productions showcase group singing, as well as Clarborough's Got Talent, in the Summer term, which gives opportunities for solo and group performances.

In the Early Years and Key Stage One the children participate in 'Inspire' music workshops which involves learning a musical instrument and performing in a small concert. Whilst all children in Key Stage One and Two learn and rehearse songs and dance routines for the Young Voices concert, it is Key Stage Two who attend the live performance.

**Homework/ involving wider community:**

Although rare, teachers will set homework, as and when it is appropriate, for each year group. A creative or research-based approach is recommended where children have the opportunity to collect and collate, both local and global, resources to enhance their knowledge and understanding.

**Resources:**

The children have a range of opportunities to experience a range of musical activities throughout school. The musical instruments are kept in the music area in the hall cupboard,

although teachers may choose to have some instruments readily available in the classroom for use.

**Assessment:**

Our school follows the National Curriculum for music, making links where possible to other areas of study to create meaningful learning for the children. The school currently has access to 'Charanga', which teachers can use as a teaching resource where appropriate.

**Monitoring and evaluation:**

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. Progress is reported to parents as part of their annual report and at Parents Evening.

**Conclusion:**

**Monitoring and review:**

The music subject leader is responsible for monitoring the standard of children's work and the quality of teaching in music. The work of the subject leader involves supporting colleagues, creating links with others school, being informed about current developments in the subject as well as monitoring and auditing the school's musical instruments.

**Other documents and appendices:**

Charanga: [Charanga - Primary music curriculum, Secondary & Instrumental music](#)