

# Music Policy



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# Stoke Holy Cross Primary School

## Music Policy

**‘Music makes a kind of liquid link between the study of languages, literature and other arts, history, and the sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination’**

**Dr Robin Holloway – Composer.**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development, increasing self discipline and creativity. As an important part of culture and heritage, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

### Aims

As a result of our Music teaching we will:

- enable all children to experience a wide variety of musical experiences.
- evoke a creative response to music through experimentation e.g. singing, composition, movement.
- provide opportunities for performing, composing and generally communicating musical ideas to others.
- provide activities that develop musical concepts and skills sequentially.
- provide the opportunity to listen, respond and evaluate live and recorded music.
- develop an awareness of different cultures and traditions through their music.
- broaden an understanding of a wide variety of styles, developing and extending their own interests and increasing their ability to make judgments of musical quality;.
- encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.
- develop children who can work individually and co-operatively, listening to and valuing the opinions of others

The National Curriculum for Music 2014 aims to ensure that all pupils:

- ♣ 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.

## **Planning and Teaching**

Our teaching is based on the National Curriculum Programmes of Study and Early Years Foundation Stage which have been incorporated in the long term planning to ensure continuity and progression. Music will be taught independently but lesson content will often take account of cross-curricular links. The teaching method employed will vary according to the age, ability and experience of the children and according to the skill being taught. Children should be aware of all forms of music around them, how music has developed through the years and throughout the world, and how it can be preserved. This begins with experiencing their own music making and this process should be reflected in the Teaching and Learning process. Curricular links to all other areas are recognised and developed.

Pupils are given opportunities, where appropriate, to develop their ICT capability in the study of music.

### **EYFS Foundation Class**

- Receive classroom curriculum music with a Norfolk Music Service music specialist.
- Other cross-curricular music opportunities with school staff.

### **KS1 Y1 and Y2**

- Receive classroom curriculum music with a Norfolk Music Service music specialist.
- Other cross-curricular music opportunities with school staff.

### **KS2 Y3 and Y4**

- Receive classroom curriculum music with a Norfolk Music Service music specialist.
- Learn either the recorder or ukulele.
- Other cross-curricular music opportunities with school staff.

### **KS2 Y5 and Y6**

- WCET (Whole Class Ensemble Teaching – NMS) – playing varying and appropriate instruments – African drums, pbones.

Pupils have the opportunity to listen to, and participate in, performance for the school and wider community e.g. Lower School performance at Christmas, Carols, assemblies, Music Assembly, individual musicians in assembly – pupils and visitors.

As opportunities arise, pupils take part in music trips e.g. CASMA performances, Big Sing events.

## **Feedback, Assessment and Tracking**

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate records of achievement. Individual class assessments and recording of achievements in Music may well be done in a variety of formats.

Assessment is an on-going process brought about by:

- Observation of children working.
- Discussion with children before and after working.
- Looking at/marking children's work.

Pupils will also be encouraged to self assess and peer assess their work.

## **Equal opportunities – Learning Together**

All children should have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum children will experience music from various countries and cultures.

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical, social or emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Where children have special educational needs, these are catered for by planning for differentiation. It may be necessary to seek further guidance from the subject leader, SENCo and other agencies. Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Adults in our school are entitled to support from:

- whole school planning;
- subject leader;
- INSET within school and from outside agencies;
- provision of support materials and resources.

## **Extra-Curricular Music Activities / Parental Involvement.**

Extra-curricular music plays a vital role in the life of Stoke Holy Cross School. Children are encouraged to take part in various performances both in and out of school. There are an increasing number of opportunities for the children to listen to various musicians and therefore to extend their musical experiences. All these activities provide valuable opportunities to link with the local community, parents and also to liaise with other schools. These opportunities will vary each year and will reinforce the premise that music should be shared and seen as an exciting way of communicating and expressing feelings.

Parents are encouraged to attend, and also take part in, musical performances where applicable.

## **SMSC**

**SPIRITUAL** – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

**MORAL** – Pupils exercise responsibility in the choices and decisions they and others make as part of the creative process. Value their own and others' work. Make fair and objective assessments of their own work and that of other pupils. They learn to respect music in all cultures including in other countries and our own.

**SOCIAL** – The pupils collaborate routinely in group tasks where they take responsibility for their own and others' learning outcomes and progress. We encourage the skills of independence, resilience and working as a co-operative group. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others.

**CULTURAL** – The resources and musical examples used across EYFS and both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We use a variety of instruments from around the world to enrich the cultural experiences of our students.

### **Monitoring and Review**

This policy has been agreed by staff and governors and will be reviewed regularly to ensure it is in line with current practice.