


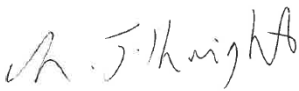
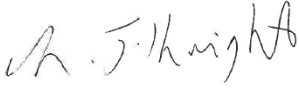
St Paul's CE (VC) First School Coven



Music Policy
Updated March 2023



St Paul's First School, Coven
Music Policy

Comments:	Written in September 2020 by H. McKenzie Review at least annually
Signed:	 A. Hyett, Chair of Governors, 12/10/2020
Reviewed:	 L.Knight, 24/01/2022
Reviewed by E.Ball, new subject leader:	 L.Knight, 21/03/2023

Music Policy

Introduction

This policy was reviewed by E Ball, the new Music lead, in March 2023.

Music is a unique way of communicating that can inspire and motivate us all. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music is also a highly social activity, and plays an important role in building and maintaining communities. Because of this, it reflects the culture and society it comes from, and so teaching and learning of music enables children to better understand the world.

Besides being a creative and enjoyable activity, music is also a highly academic and demanding subject. To this end, we provide opportunities for all children to create, play, perform and enjoy music, both individually and in groups, in order to develop their musical skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Intent

The development of musical proficiency at St. Paul's is achieved through opportunities and experiences across the curriculum.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and, and to listen with discrimination to the best in the musical canon.

National Curriculum 2014

Aims

The aims of music teaching at St. Paul's are to enable children to:

1. Know and understand how sounds are made and then organised into musical structures;
2. Know how music is made through a variety of instruments;
3. Know how music is composed and written down;
4. Know how music is influenced by time, place and purpose for which it was written;
5. Develop the interrelated skills of performing, composing and appreciating music.
6. Encourage music with cross-curricular links.
7. Provide the children with ICT opportunities in music.
8. Develop the personal qualities of confidence, creativity, perseverance and self-evaluation.

Implementation

Teaching and Learning of Music

Progression:

The **Foundation Stage** provides an important foundation for the development of musical capability. We teach music in Nursery and Reception Class as an integral part of the themes covered over the year. Early Years teaching is based upon the Early Years Foundation Stage of the National Curriculum. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Specific ELGs relating to music are: Sing a range of well-known nursery rhymes and song, perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. The music curriculum supports learning across all aspects of the EYFS curriculum. Music contributes to a child's personal, social and emotional development. Counting songs foster a child's mathematical ability. Songs from different cultures increase a child's knowledge and understanding of the world.

The programmes of study for Music are set out for Key Stage 1 and Key Stage 2 in the National Curriculum. Class teachers are responsible for ensuring that all of the statutory content is covered within each school year. The skills to be taught within each year group are based upon the Chris Quigley Essentials documents. The subject knowledge to be covered is planned using Music Express.

In **Key Stage 1**, children will be taught to;

- Use their voices expressively 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 inter-related dimensions of music.

In **Key Stage 2**, children will build upon their knowledge and skills developed in Key Stage 1. Pupils will be taught to sing and play musically, with increasing confidence and control. They will be taught to develop an understanding of musical composition, organising and manipulating ideas with musical structures and reproducing sounds from aural memory. Children 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 inter-related dimensions of music
- 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.

At St. Paul's we make music a practical and 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. We do this through providing regular opportunities for children to;

- Listen to, discuss and evaluate music, including live performances
- Sing songs and rounds
- Compose. Refine, rehearse and perform music of their own

We recognise that there are children of widely different musical abilities and experiences in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the current attainment of the child. We achieve this in a variety of ways, examples include;

- Setting common tasks which are open-ended and can have a variety of responses;
- Grouping children by ability in the class and setting different tasks to each ability group;
- Providing resources of different complexity depending on the ability of the child.

Cross-curricular planning

Music is a subject that is easily linked to other subjects in the curriculum. At St. Paul's, natural links with other curriculum areas are fully exploited (E.G. R.E., Geography, History, Literacy, Drama, Mathematics.)

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised through Music 2 Your Ears. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. This is in addition to the normal music teaching of the school, and usually takes place during lesson time from which children are withdrawn for the duration of the instrumental lesson.

Impact

Monitoring:

Throughout the school, children's music capability will be developed within the framework outlined in the National Curriculum Programmes of Study 2014. Work is planned and delivered within each specific year group and tailored to meet the needs of that particular cohort. Progression is monitored and evaluated within the year groups and throughout the key stages by individual teachers and the Music Subject Leader.

Recording and Assessment

Achievement, success and progression should be experienced by all children when learning and being taught Music. The staff need to be aware of the progress being made, difficulties being experienced, misconceptions addressed and expectations being met.

Children should be supported at each stage of the Music curriculum in areas of: performing, composing, appraising, listening and applying knowledge and understanding.

Teachers assess children's work in music by making informal judgements as they observe them during lessons. During the course of the year, teachers keep their own records of their judgement about the work of each pupil in relations to the Music Curriculum for their Key Stage. They use this as the basis for assessing and reporting on the progress of the child during the course of the year.

At the end of the academic year, the children will be assessed against the St. Paul's attainment framework, in accordance with the school's assessment policy:

- '1' – Working towards national expectations for age;
- '2' – In line with national age-related expectations;
- '3' – Above national expectations for age.

Teachers keep examples of the children's work in order to provide evidence in support of their judgements.

Inclusion

All children should have the opportunity to work with a range of instrument and techniques, regardless of ability. Specific tasks should be differentiated, as and when necessary, to meet individual needs.

Special Educational Needs

The Music curriculum should fulfil the needs of all pupils. When planning work for children with special educational needs, due regard is given to the information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Paul's First School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Health and Safety

The teacher is responsible for ensuring that children are adequately supervised when using instruments and that other adults working in the classroom understand safety rules and procedures.

Large instruments should only be moved with a trolley and under supervision. No children should have access to the music cupboard without supervision.

Any instrument that is blown should only be used by one pupil and then cleaned with Milton in warm water.

Teachers should ensure that electrical equipment is used adjacent to power points and the children should be warned to take care around wires.

Risk Assessments for the use of tools and equipment are completed by the teacher and sit alongside the planning. All staff are briefed by the teacher on specific health and safety rules to be observed by staff and pupils.

Safety rules and safety issues should be taught to *all children* within each Music unit of work.

Leadership and Management

The Role of the Music Subject Leader

The Music Subject Leader is responsible for:

- * reviewing and updating St. Paul's policies relating to Music
- * maintaining centrally stored resources and instruments
- * monitoring standards of achievement and progression
- * updating the electronic portfolio of evidence
- * the coordination of assessment of Music
- * assisting and advising in the teaching of Music across the school
- * liaising with Music coordinators across SUAT
- * promoting and raising the profile of Music throughout the school.

Staff Training

The Music subject leader is responsible for ensuring that staff are adequately trained so that they are able to deliver the curriculum effectively. This will include: organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues. Regular communication with staff will be sustained via email and all staff can speak to the subject leader if they require further support. The subject leader will attend regular SUAT updates and feedback key information and new priorities to staff.

Resources

All teachers have access to the Music Express Scheme that includes teacher's books and CDs.

Every teacher has access to a CD player or computer in order to play music.

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit. Some Music resources are stored in the storage room next to the staff room. Instruments and resources for specific activities should be stored in labelled boxes.

March 2023