



# POLICY FOR MUSIC

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## RATIONAL

Music is a foundation subject for all pupils. We believe that through developing skills and understanding in music, children have the opportunity to develop emotionally and spiritually as well as intellectually. Music provides an important focus for creative energy, artistic ability and aesthetic sensitivity. Traditions in the creation and performance of music provide an excellent opportunity to develop the understanding of our own culture and the culture of others.

## PURPOSE

This policy aims to show how our School intends to fulfil its legal obligations to deliver the National Curriculum in Music and how and where we can go beyond that to create a stimulating and exciting curriculum which will establish a joy in music-making and listening for our children.

## Purpose of study

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 to listen with discrimination to the best in the musical canon. (National Curriculum 2014)

## Aims

The national curriculum for music 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. (National Curriculum 2014)

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.(National Curriculum 2014)

## MONITORING OF IMPLEMENTATION

Music will be monitored by the music co-ordinator at least biannually in order to make sure that the above aims and objectives are carried out.

## CONTRIBUTION TO WIDER LIFE OF THE SCHOOL

Opportunities to perform to a wider audience are taken at regular intervals, through links with other schools and through performances for parents and members of the local community.

## ENTITLEMENT and EXTRA CURRICULAR ACTIVITIES

We intend to use teaching methods and resources which allow all children, irrespective of gender, ethnic origin or academic ability to have equal access to music and to experience success and enjoyment in their music activities.

Children receive recorder lessons from year 2. There are two after school clubs - violin club, and a music club. These offer opportunities for children to learn a second instrument with a choice of violin, flute, clarinet or trumpet.

There is a weekly singing practice for all children. Violin and recorder lessons are taught by specialist teachers.

## FOUNDATION STAGE

Working within the areas of learning in the EYFS, particularly *Exploring and Using Media And Materials*, and *Being Imaginative*, children will follow the same topics which are planned for KS1 children.

## EQUAL OPPORTUNITIES

All music activities will be planned to try to ensure equal interest and involvement by all children.

## HEALTH AND SAFETY

When engaged in musical activities the children will be encouraged to think about and discuss the safe use of instruments, including electrical items such as the

keyboard or tape recorder. It is the responsibility of the music subject leader to ensure all necessary risk assessments are in place and filed in the risk assessment folder.

## **PARENTAL INVOLVEMENT**

Parents are asked to encourage their children to regularly practise on their musical instruments and to attend performances given by the children.

## **RESOURCES**

Music resources are kept on the music trolley and in the cupboard in the corridor. Sheet music, books and CDs are stored on the shelves in the hall. The school has access to Spotify on some computers and Audacity is used to record and edit work.

## **ASSESSMENT, RECORDING AND REPORTING**

Children's progress in music is closely monitored and recorded using the school's foundation subject assessment system. Children not making progress are identified and work is differentiated appropriately.

## **BEHAVIOUR**

Lessons should be conducted in a secure, supportive and disciplined manner. Children will be expected to behave in a considerate and responsible manner, showing respect for other people and instruments.

## **HOMEWORK**

Children are not normally given music homework, except for those children who are learning to play an instrument and they are expected to practise at home.

## **DISPLAY**

This usually takes the form of children having the opportunity to perform to other children, parents and friends with other schools. When possible work is saved on the school website as a display, this is often incorporated into PowerPoint presentation - providing a real purpose, cross curricular link.

## **CONCLUSION**

This policy should have a positive effect on the teaching and learning of music throughout the School.

## MONITORING

This policy and the guidelines will be reviewed when necessary - at least every four years

ADOPTED BY GOVERNORS ON; (date)

Signed \_\_\_\_\_

Name \_\_\_\_\_

ADOPTED BY STAFF (date)

Signed \_\_\_\_\_

Name \_\_\_\_\_

REVIEW (date)