

St Margaret's CE Primary School



Music Policy 2021

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1. INTENT

Aims

We aim for the children to become expressive, creative and passionate musicians. Through music, the children will participate in high-quality performances and create expressive musical compositions. This will enable them to develop their teamwork skills and a sense of enjoyment for music-making. They will learn to read and write the core elements of musical notation. They will learn to analyse pieces of music through attentive listening and develop their knowledge of the history of various musical traditions.

Principles

Music is taught across Key Stages 1 and 2 in weekly subject lessons. In Early Years, it is taught as part of the “Expressive Arts and Design” area of learning. Lessons are designed to allow all children to participate fully and develop their abilities, whether or not they learn a musical instrument outside curriculum lessons. Additionally, all children participate musically in assemblies and theatrical productions throughout the school year.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader, Graham Carton, oversees and manages music. He has an overview of how the music curriculum is taught across the school. He advises and supports staff with their knowledge of the subject and how to deliver it, whilst ensuring that the children have access to sufficient resources. He is responsible for monitoring standards in music, both with the children’s learning and knowledge and how the subject is taught in the classroom, in accordance with the National Curriculum.

Organisation

In Key Stages 1 and 2 (apart from Year Four), music is taught in weekly lessons, led either by the class teacher or by a Higher Level Teaching Assistant. Lessons are typically structured to begin with a listening and appraising activity, followed by a performing, improvising or composing activity. In some activities, the children participate as a whole class while, in others, the children work individually, in pairs, or in small groups.

All Year Four children take part in the West Sussex Key2Music programme where they learn to play musical instruments in whole-class weekly sessions, delivered by a specialist West Sussex Music teacher. The programme encompasses three different families of musical instruments, one in each term: djembes (percussion) in the Autumn, ukuleles (strings) in the Spring, and cornets (brass) in the Summer.

Planning and content

Our music lessons, in years one through to year six, follow the outline presented for each Key Stage in the National Curriculum, developed further into a programme of study for each year group, based principally around the content of the Charanga programme. Practical activities focus on developing the children’s skills as musical performers, improvisers and composers. They learn to listen actively to recordings and identify their musical features. The children also learn to read and write musical notation. The programme of study covers a wide range of musical styles and genres, spanning several centuries and from many parts of the world.

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Expressive arts and design. The Educational Programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters Non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

Links with other subjects

Through the programme of study, the children learn about the history of music, which they are able to place into the context of their wider knowledge of history. The children also learn about music from a range of cultures, which links to their developing knowledge of the world through geography.

Knowledge and skills

Our music teaching in years one to six focuses on five key areas of knowledge and skill:

- Performing
- Improvising and composing
- Listening and appraising
- Knowledge of musical features and notation
- Knowledge of the history of music

The programme of study is designed to ensure that the children make progress in each of these areas every academic year.

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by the Autumn, Spring and Summer and this is what the children will be able to do in the area Expressive arts and design. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

Wider opportunities

All children participate by singing in Collective Worship and religious services held in school and at St Margaret's Church. Children in all year groups take part in an annual theatrical production. Some year groups participate in musical events that allow the children to perform with other schools. Additionally, children can join the Infant or Junior Choir and learn to perform in a band through the Rock Steady initiative. They also have the option of individual tuition covering a range of musical instruments. They are able to demonstrate their talents by performing solo or as an ensemble in school concerts throughout the year and at other venues in the local community. These include Christmas carol services, musical assemblies and the St Margaret's Got Talent show.

Inclusion and Extension

Activities are designed so that children can participate with varying levels of skill. Furthermore, children who show excellence in the subject may be offered the opportunity to learn a musical instrument in school outside of curriculum lessons. Provision is made within curriculum lessons so that children who *already* learn a musical instrument can use this in the activities.

Homework

Year Four take their ukuleles and cornets home during the Spring and Summer terms and are set a weekly task to practise. Music activities are not set as part of home learning for other year groups.

Health and Safety

Teachers instruct the children in the correct way to use and treat the musical instruments that they play in lessons.

3. IMPACT

Marking and assessment

Teachers will give verbal feedback to children in lessons to indicate how well they have completed the practical activities. In years 1 to 6, class teachers informally assess the children's attainment in music each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded with these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

Monitoring and evaluation

The subject leader is responsible for monitoring the standards of music across the school by meeting with class teachers to discuss how successful the delivery of Charanga planning has been and by observations of classroom practice. The subject leader will also meet with a sample of pupils across the year groups to record their comments about music lessons.

Reporting to parents and governors

In the annual school report, all class teachers will explain what has been covered in music teaching this year and inform parents of the level of the child's attainment and effort in lessons. If music is a particular strength of the child, the class teacher will explain in more detail in the annual report and as part of consultation evenings, which are held twice a year. The subject leader is required to feedback to the curriculum governors every year.