



Music Policy

Policy Creation and Review	
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Introduction

At New City Primary School we believe Music to be an integral part of the curriculum which should be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

Music is one of the statutory foundation subjects within the National Curriculum. It makes a vital and unique contribution to each child's physical development, health and well-being.

By providing a balance of individual, team, co-operative and competitive activities, it is intended to meet the needs of individual children including those with High Level Special Needs. .

Learning situations are to be enjoyable, stimulating, and challenging, based on progressive learning and varied teaching styles.

New City Primary School recognises the vital contribution of Music to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Music promotes an understanding in children of the arts and a variety of creative expressions through sound. It involves thinking, selecting and applying skills and promotes positive attitudes towards creative expression. Thus we enable them to make informed choices about Music throughout their lives.

2 Aims and objectives

2.2 We aim to provide a broad and balanced Music curriculum to aid children's increasing self-confidence in their ability to manage themselves and their Musical skills within a variety of performance situations.

The aims of are:

Singing:

Have experience of playing a Musical instrument

Social and emotional development:

- To develop a love of singing, whether individually or collectively.
- To develop the ability to play a Musical instrument.
- Work as part of an ensemble
- To develop confidence in their own skills and abilities
- To promote an understanding of Musical notation and composition.
- To develop a sense of Musical discrimination, taste and personal choice.

Cognitive development:

- To develop decision making skills.
- To develop reasoning skills and the ability to make judgements.

- To develop an increasing ability to select, link and apply skills and compositional ideas.
 - To develop the ability to communicate Musically.
 - To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
 - To understand that using the correct technique will improve performance.
 - To be able to evaluate performance and act upon constructive criticism.
- Spiritual, moral and cultural development:
- To develop a positive attitude to themselves and others.
 - To be able to encourage others and give praise for their achievements so that
- When children perform they do not fear failure
- To treat our group, guide, instructor or conductor with respect
 - To raise self-esteem through opportunities to celebrate Musical achievement.

3. Teaching and learning style

3.1. We believe that through the variety of opportunities that Music offers, children can develop a sense of personal achievement and teamwork and an understanding of the ways in which Music can transcend social and cultural boundaries.

As we have visiting peripatetic teachers in every KS2 class they are responsible for planning, recording and assessment with the class teacher. In EY and KS1 the planning is supported by Music Express scheme of work.

We plan a range of activities that aim to provide children with a broad base of understanding, skills, practice and experience.

Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in Music.

4.2. We have adapted the national scheme to the local circumstances of the school. As required, we teach at Key Stage 1 and 2. However, KS2 also have visiting teachers to teachers to teach a particular instrument. They plan a range of activities that aim to provide children with a broad base of musical knowledge, skills and understanding, which they can refine and expand throughout their primary school years. In EY and KS1 the planning is supported by Music Express scheme of work. We plan a range

of activities that aim to provide children with a broad base of understanding, skills, practice and experience.

4.3 The curriculum planning in Music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Music activities covered in each term during the key stage. The Music subject leader works this out in conjunction with teaching colleagues in each year group.

4.4 Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

4.5 Class teachers complete a daily plan for each Music lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

4.6 We plan the Music activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

5. Early years and foundation stage.

5.1 We encourage the musical development of our children in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they sing and handle different objects that can be blown or beaten. We give all children the opportunity to participate.

6. Links with other subjects.

6.1 MUSIC can link to other subjects, e.g. Literacy, (recount/rhythm/poetry), and Maths (counting). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

7 Teaching MUSIC to children with special educational needs

7.1 At our school we teach MUSIC to all children, whatever their ability. MUSIC forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MUSIC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors -classroom organisation, teaching materials, teaching style, variation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention through SEN Support and EHC plans leads to the creation of Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to MUSIC.

7.4 We enable pupils to have access to the full range of activities involved in learning MUSIC. Where children are to participate in activities outside our school, for example, a music event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Equality

8.1 All aspects of MUSIC are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

9 Assessment and recording

9.1 Teachers assess children's work in MUSIC by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' Music and self-assessment.

They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers put their assessment into Pupil Tracker. This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's

annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

10 Resources

10.1 There is a small selection of printed and instrumental resources to support the teaching of MUSIC across the school. We keep most of our small equipment in the small mezzanine on the top floor.

11. Visiting peripatetic teachers.

11.1 New City is very fortunate to have visiting teachers who are from the Every Child a Musician. We have several specialists who bring their skills to work with a particular year group each week on a particular day.

Instruments have included guitar, ukulele, recorders violins keyboards and brass and wind.

11.2 The provision of ECAM is reviewed and renewed every year as the school requires by the music co-ordinator in consultation with the ECAM team.

11.3 We also have the provision of a visiting music teacher who takes the choir.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in MUSIC is the responsibility of the MUSIC subject leader. The work of the subject leader also involves supporting colleagues in the teaching of MUSIC, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

13 Extra-curricular activities

13.1 Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity, including dance, games and athletics. The content aims to be varied clubs appropriate for all pupils.

13.2 The school sends details of the current club activities to parents at the beginning of each term. We run a choir and several musical instrumental clubs after school with the opportunity to enter competitions.

