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# Music Policy

May 2023

*Version 1.3*

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*Date of ratification:*

*Next Review Date: May 2024*

## 1 Aims

1.1 Music plays an important part in people's lives as a means of communication and a way to convey ideas and feelings. Music education develops individual and collaborative skills and can play an important and enjoyable part in children's overall personal development. By engaging children in making and responding to music, music teaching offers opportunities for them to:

- *develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interest and increasing their ability to make judgements of musical quality;*
- *acquire the knowledge, skills and understanding needed to make music;*
- *develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others. (QCA Music Teacher's Guide 2000)*

## 2 Planning

2.1 The music curriculum will be planned in accordance with the requirements of the National Curriculum in terms of content and skills, sometimes linked to class topics but also as stand-alone lessons. These will ensure continuity and progression across the Key Stages, and include activities focused on, on-going skills in the areas of singing, and listening and responding. Music planning follows creative curriculum across the school and also makes use of the Music Express Scheme and the Charanga Scheme. Depending upon content, music is taught in both regular weekly short sessions, and blocks of time planned in medium term plans. Opportunities for both listening and singing will form a part of weekly assemblies.

## 3 The Role of the subject leader

- *to support staff where possible in the implementation and delivery of the music curriculum*
- *to monitor breadth of coverage and skills through use of a scheme of work – to review this in the light of new statutory requirements from September 2014*
- *to do child subject interviews every other year, to get children's feedback on the music curriculum*
- *to lead INSET sessions on music if requested or deemed necessary*
- *to monitor and update resources when funding allows*
- *to liaise with specialist music teachers to aid the practical organisation of music lessons, to give out certificates and receive copies of reports*
- *to provide appropriate music for special events*
- *to assist in organising music for productions and performances when required*
- *to arrange concerts and workshop visits from musicians*

## **4 Resources**

- 4.1 A range of tuned and un-tuned instruments is available to both Key Stages, and includes instruments from different cultures. The Key stage 1 music trolley is stored in Year 2 classroom room and the Key stage 2 music store is opposite KS 2 photocopier. (See appendix I, lists of instruments). There is also a wide range of songbooks including songs from other countries and periods in history, stored in the Music Room (Appendix II Songbooks). A range of CD's are available (see appendix III Listening Resources), including some commercially produced music schemes such as Music Express. Music software is installed on mini laptops and is accessible to both key stages.

## **5 Non-classroom-based musical opportunities**

- 5.1 The school actively encourages and promotes the work of specialist music teachers both from the County Music Service and private organisations. There are regular opportunities to experience the range of instruments that are available through the tuition of specialist teachers. Pupils who learn instruments are encouraged to contribute to assemblies and musical performances. The school choir open to the juniors who meet and perform throughout the year at school events and within the wider community. There are opportunities for groups to rehearse and perform at seasonal events for example, hand chimes at Christmas. Other ensemble groups include Jazz club and singing performing groups are set up at the request of pupils.

## **6 Equal Opportunities**

- 6.1 All children are entitled to a broad music curriculum. Musical activities in school will provide equal opportunities for boys and girls, in content and organisation. Curriculum planning will reflect our multicultural society.
- 6.2 For more information, please see the school's Equality, Inclusion and Diversity Policy.

## **7 Inclusion**

- 7.1 We ensure that the curriculum is available to all pupils, with equal appropriate access regardless of sex, race, religion or ability.
- 7.2 For more information, please see the school's Equality, Inclusion and Diversity Policy.

## **8 Record keeping and assessment**

- 8.1 Children who have specialist tuition have written reports from those teachers.

- 8.2 Children who musical skills are notable may have comments made in their end of year report. The musical activities covered are recorded in the medium-term planning and following the scheme of work.

## **9 Staff Training**

- 9.1 Staff will be encouraged to attend courses and review resources. The Music Subject Leader will have access to specific training to support and develop their role.

## **10 Dissemination**

- 10.1 The Policy is available on the school web site and a paper copy is available from the school admin office on request.

## **11 Reviewing the Policy**

- 11.1 This policy will be reviewed annually by the Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.