



# Grewelthorpe & Fountains CE Primary Schools Federation

*A Vibrant Learning Community For All*

## Music Policy

### **Our Vision**

To provide a rich and varied learning community where all children can reach their potential through self esteem, self- belief and a commitment to life-long learning.

### **Introduction**

Music is essentially a practical subject that should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school. We strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

### **Aims**

- To evoke a creative response to music through experimentation e.g. singing, composition and movement.
- To provide activities that will develop musical concepts and skills sequentially.
- To develop awareness of different cultures and traditions through their music.
- To broaden understanding of a wide variety of styles across a range of historical periods.
- To encourage the enjoyment of music and provide the opportunities to express ideas and feelings through music.
- To offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.
- To offer opportunities to **perform, compose, listen and appraise.**

### **Performing skills**

Children will be taught to sing a wide range of songs and to use their voices expressively. They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience. Children are encouraged to perform individually or as part of a group during assemblies and in school concerts.

### **Composing skills**

Children will create musical patterns and will be shown how to explore, select and organise musical ideas. They will record these in a variety of ways, (eg. pictorial score, notation or the use of audio/visual recording).

### **Appraising skills**

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

### **Listening and applying knowledge and understanding**

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

### **Approach**

Music should be taught throughout the federation. Opportunities for cross-curricular links are taken, wherever possible, to link music with other subject areas and learning themes.

As well as music lessons in class, the federation also provides musical opportunities through a cluster music advisor who organises events such as concerts and workshops.

### **Content and organisation**

Our music curriculum is skills based. Music lessons are taught using a variety of resources to provide a progression of skills across the year groups. Music lessons and activities are planned in such a way as to encourage full and active participation and enjoyment by all children.

### **Additional Tuition**

Peripatetic teachers are also used where needed including woodwind, piano and guitar tuition.

### **ICT**

Planning incorporates the use of ICT by teachers and children through the use of online resources such as Singup and the appropriate use of computer software such as 2Simple and Audacity, as well as access to keyboards and audio-visual equipment, for example projectors and interactive whiteboard technology.

### **Acts of Worship**

Pupils are given the opportunity to listen to a range of music at the beginning and end of our Acts of Worship and hymns are sung during some of our acts of worship.

## **Assessment**

Assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced.

## **Assessment for Learning**

Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of music. Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Children have regular opportunities to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

## **SEN and Differentiation**

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges identified.

Please see the schools policy on Special Educational Needs.

Where pupils have special educational needs, which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

## **Equal Opportunities**

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities.

As part of the National Curriculum children will experience music from various countries and cultures.

## **Role of Subject Leader**

The subject leaders for Music are Kantele Hicking Botham (Grewelthorpe) and Nicola Micklefield (Fountains). The subject leaders will:

- provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
- organise resources to support the school music policy and scheme of work;
- co-ordinate purchasing, organisation and distribution of resources;

- arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor Policy and the delivery of the music curriculum.

### **Monitoring and Evaluation of the Music Policy**

The effectiveness of the policy will be monitored during the year through:

- monitoring of teaching and learning
- consultation with staff
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The following criteria can be used as a measure of success:

1. Have the learning targets been achieved?
2. Have standards improved?
3. Is there whole school consistency?
4. Has any part of the policy been difficult/impossible to achieve?

### **Conclusion**

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Assessment and Feedback Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy.

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Music Policy</b>
<b>Signed Chair of Governors:</b>	<b>R Bain</b>
<b>Governors Meeting Ratified:</b>	<b>February 24</b>
<b>Review Date:</b>	<b>Spring 25</b>
<b>Review schedule</b>	<b>Annually</b>