

# Music Policy



## Black Firs School

### Introduction

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” (Plato) Music is fundamental part of the life of the school and is experienced in music lessons and across assemblies, performances, experiences and informally. It is used to assist learning in other subjects as well as its own learning area. It connects to all cultures and is a personal involvement with organised and structured sound. It is a combination of performing, composing, listening, appraising and appreciating. It is an active experience and develops imagination, creativity, sensitivity, motor skills, resilience, social skills as well as self-discipline. It is an experience to be enjoyed and to challenge. Music helps to train memory and increase the power of concentration. Through music we express, represent, communicate and combine our ideas and perceptions. Music is an opportunity for spiritual development as well as an intellectual and imaginative process.



### Creative Process

Music is fundamental to the development of creative thinking and a universal language that embodies one of the highest forms of creativity. The start point can be in anywhere in the cycle. Sometimes through first-hand experience experimenting with sound, sometimes through listening and interpreting. Using stimuli and a wide range of genre the children will develop preferences and anchor points to improvise and compose as well as learn the mechanics of sound and musical annotation. The knowledge and skills interpretation can range from basic knowledge of sound production and voice to high level attainment in a specific instrument. Recording may take the form of expressing opinion on preferences in musical styles or producing a soundscape through stimuli and using interpretation to produce alternative outcomes. Evaluation could be a review of a performance or of the effectiveness of a particular musical style or genre. The overall approach will always be based on practical, first-hand experience and experimentation, enquiry, appreciation, questioning and practice and evaluation for improvements.

### Intent

The overall intent is that all children will access a range of music and will have experienced playing an instrument; using their voices for singing; created and developed musical composition; responded to different genres of music and reflected upon, and taken part in, musical performances and developed an appreciation of musical preferences. In particular:

- To promote and support curriculum music for all children
- To provide an opportunity for every child to play a musical instrument during their Primary School years
- To promote knowledge, skill, understanding and appreciation of music across a diverse range of cultures and genres

- To use music to promote confidence, performance skills, and self-awareness
- To promote progression in musical attainment through careful and individual assessment, monitoring, recording and reporting.
- To provide extended musical opportunities through extended curriculum and music making.
- To recognise and encourage the use of ICT and technology in the delivery of musical progression
- To promote the enjoyment of listening to, performing, exploring and creating music and sound.

### **Implementation**

Our strategy reflects a belief in practical, sometimes unstructured, exploration as well as a recognition that to promote progression of all pupils, including those most talented, requires external expertise to compliment our internal teaching skills and approach. We will focus on:

- Controlling sounds through singing and playing
- Creating and developing musical ideas
- Responding and reflecting on our own and others work recognising subjectivity
- Listening and applying knowledge and understanding
- Promoting self awareness as a performer and the role of the listener
- Using different stimuli to link to study work and using music to link with other subject areas
- Making use of ICT to capture and change sound

We will use targeted external expertise to support the implementation of our intent to enhance progression in KS2. We will also provide opportunity for learning individually as an extended offer in keyboard, drumming, guitar and piano.

### **Impact**

The impact of the above will be monitored through systematic evaluation of musical activities through children's feedback, review of progression for talented musicians, key performances and audience feedback. In addition the music co-ordinator will liaise with external experts to ensure continuous review of the effectiveness of the teaching methodologies as well as the focus on clear progression.

### **Reporting**

Assessment, recording and reporting will follow school policy. Evidence of achievement and process will be captured on ear wig, through musical performances and through feedback from children and adults.

### **Record Keeping**

Records will be kept of overall curriculum plans by team group. For KS2 these will be provided by external deliverers and monitored by class teachers. Records are held of all children accessing additional musical tuition by visiting experts

### **Children with SEND**

Children with special needs will be able to access the curriculum like any other child. In particular, consideration will be given to their preferences and any constraints arising from their special needs. In Years 5 and 6 all SEN children will participate fully in playing and performing elements and be given the opportunity to specialise in an instrument. Care will be taken to be sensitive to the hearing needs of SEN children and also the possibility of sensory overload. This will be monitored by class teachers and discussed with the SENDCO as required. The SENCO will monitor the level of participation in music for specific SEN children and discuss with the EHCP children their preferences to help to continually adjust the delivery and approaches to ensure their needs are being reflected in the actual delivery and outcomes. EHCP children are encouraged to be part of extra curriculum activity and several are member of the school choir.

### **Equal Opportunities**

Music is an opportunity to ensure all children access performing, composition and musical appreciation. It can promote more general tolerance and understanding by inclusion of a wide range of musical and cultural genre and exploring the roots of music and its inherent link with civilisation, cultural identity and the sharing of love of sound through dance, traditions, songs, performances and games.

### **Role Of Coordinator**

- To oversee the curriculum offer and liaise with external experts on their intent, implementation and impact.
- To ensure that provision is continually reviewed and refined to take into account children's feedback, progression, cross curriculum links and the opportunities new technology brings.

### **Health & Safety (see also Health & Safety Policy)**

Music provision will follow the school health and safety policy. External providers and teaching staff will make children aware of hygiene and any other issues arising from using instruments and making sounds and keep these aspects under review.

### **Review**

The approach to music has been agreed across the school, including governors and is kept under regular review. In particular the requirements and expectations of external provision is regularly monitored to ensure it meets the school requirements. Any review of the policy and provision encompasses the need for expert support and the continuous professional development of school staff to support curriculum provision.