



Grove Vale Primary School

Music Policy

M Bunch

Approved by:

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by: March 2025



INTRODUCTION

Music is a powerful means of communication and is one of the highest forms of creativity. It brings children together and creates opportunities to work with one another using a universal language. It is an art that can be practiced, appreciated and enjoyed at many levels. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music. Additionally, music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. It is a creative and fun activity but can also be a highly challenging subject.

It is our aim that all children at Grove Vale Primary School experience a high quality, inspiring music education that instils a life-long enjoyment and appreciation for music.

AIMS

The aims of music at Grove Vale is for all children to;

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influence by the wider cultural, social and historical contexts I which it is developed
- Understand the ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal music preferences
- Meet the end of key stage expectations outlined in the National Curriculum for Music.

PLANNING & ORGANISATION

At Grove Vale, music is taught using 'Kapow - Music.' This is a progressive programme of study, which covers all aspects of the music national curriculum and focuses on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned and built upon.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critique the quality of music. A progression of lessons will be planned over a five week blocked



unit of work that is taught over a half term. The music units of work will be taught during specific terms where strong and purposeful musical links can be made.

Music teaching and learning follows the long-term schemes of work from 'Kapow'. This in-turn informs the medium-term planning as to what is taught within Music teaching units.

The short-term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work and detailed plans are accessed through a log in portal on Kapow.

TEACHING & LEARNING

At Grove Vale Primary we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Individual musical strands are woven together to create engaging and enriching experiences over 5 lessons per half term; performing, listening, composing, history of music and the inter-related dimensions of music (pitch, duration, tempo, timbre, structure, texture and dynamics).

Each 5-lesson unit combines these strands within a cross-curricular topic, which involves children singing fluently and expressively, and play tuned and un tuned instruments accurately and with control. Lessons are 'hands on' and incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation, dance elements and teacher led performances.

Children progress in terms of tackling tasks that are more complex and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, we well as the interrelated dimensions of music.

EARLY YEARS FOUNDATION STAGE

We teach music in EYFS as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts and Design (Development Matters (2021)). Music is clearly evident within the provision for children to access throughout the school day.

We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

ENHANCEMENT

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

In addition to planned curriculum time for music, children also have additional musical experiences, which occur during the school year and contribute to the overall planning and time allocation for music.



We endeavour to ensure that children have the opportunity to learn instruments in throughout their school life. Currently we have SIPS Music specialist teacher teaching the relevant Kapow topic with an instrument focus year groups. Currently it is Year 2 for the autumn term (glockenspiels), Year 5 for the spring term (Djembe drums) and Year 4 for the summer term (Samba instruments). During the course of the year, these year groups also have the opportunity to perform to school and parents with a showcase of what they have been learning.

We also have a school choir who take part in many musical events and performances both in and out of school.

SIPS Music instrumental teachers also offer individual lessons in woodwind, brass and drums. They have the opportunity to perform to pupils and parents each term. During these lessons, children work towards grades in their instrument.

Pupils also have fortnightly singing lessons in assembly where they learn whole school songs linked to our core drivers, learn about various genres of music, composer or musicians, and listen to their music in assemblies.

ASSESSMENT, RECORD KEEPING AND REPORTING

Children's standards and achievements in music are assessed twice a year using our Insight Tracker. Evidence is collected (video) a minimum of twice over the course of a unit to show progression across composition and performance. End of unit assessment skills are used to ensure that assessment is focussed and evidence collection is specific to the skill.

Class teachers complete an analysis at the end of each term that allows the subject lead to see where there are gaps/issues - this could be in a class, year group or whole school. The subject lead then discusses the actions and next steps with the relevant staff to ensure planning is adjusting for the next term or any training for staff is undertaken if necessary.

On-going Assessment for Learning (AfL) practices are used within class and group sessions. Sessions within each unit are filmed and put onto SharePoint to ensure teachers can assess the children progress accurately and quality assured by the subject leader.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or EYFS Framework which is recorded in the end of year report.

INCLUSION

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Grove Vale is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Each lesson is scaffolded to support all levels of learners to ensure everyone is able to access music.



Inclusive practice in music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

THE ROLE OF THE SUBJECT LEADER

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. The subject lead for music is Michelle Bunch (Deputy Head) who has expertise in music. Michelle Bunch can play several instruments to a high standard and specialised in music at university.

The Subject Leader has regular discussions with staff about learning and teaching in music and provides an annual action plan report about their work as subject leader and an evaluation of the strengths and areas for development for the subject taken from teacher analysis documents and data.

