



UNITED SCHOOLS BIG HUB KINGSTEIGNTON SCHOOL

MUSIC POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National Curriculum and EYFS Curriculum
- To promote continuity and coherence across the school and federation.
- To state both the school's and the US Big Hub's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of music to the curriculum

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music across a range of historical periods, traditions and genres and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. Composition gives children opportunities to explore and communicate musical ideas. Music teaching also increases self-discipline, aesthetic awareness, sensitivity and fulfilment.

Expectations

Pupils are achieving in line with national expectations.

The aims of music and how these contribute to the school's aims

The school aims to:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising
- enable all pupils to realise their individual creative potential and to express themselves through music
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places
- enable pupils to experience fulfilment, which derives from striving for the highest possible artistic and technical standards within any style of musical expression develop,
- through music, pupils' skills which contribute to learning across the curriculum
- contribute to the community and the Federation's ethos
- give pupils the opportunities to learn how to play musical instruments

Entitlement and curriculum provision

Across the school, 3 per cent of curriculum time is allocated for music in planned lessons (not including special events). This amounts to 24 hours at Key Stage 1 and 27 hours at Key Stage 2 per year.

The development of a) listening skills and b) understanding and control of the musical elements is central to learning in music.

Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening. Most units of work include this range of activities, to ensure that children may be assessed in each area of music and can make progress.

There are occasional visits from outreach performers. These complement planning across the curriculum.

All pupils have the opportunity to receive instrumental tuition which is provided by peripatetic teachers according to pupils' and parents' wishes, whenever possible.

Teaching and learning

Music is taught by KS1/2 class teachers throughout the school following schemes by Charanga Music Online. The Foundation Stage also use Charanga Music Online and teach music through the Early Learning Goals. Teachers use a variety of strategies in line with our Teaching and Learning policy. Opportunities to make and listen to music are planned throughout the year. These include music in collective worship and praise assembly, visits from musicians and performers, regular individual, group and whole class performing opportunities and the involvement in community events such as projects led by the Devon Music Education Hub.

Assessment and recording

The progress of pupils is assessed using the level descriptions in the National Curriculum and Charanga Music Online. Assessment opportunities are identified in each unit of work and are either noted, observed, or videoed and uploaded to Tapestry linked to NC objectives. At the end of each unit teachers record whether pupils achieve the expected level for their age, or whether they are working at a higher, or lower, level than this. Coverage and objectives that have been met are highlighted on LCC skills sheets. Assessment in the Foundation Stage is based upon achievement of the Early Learning Goals in Expressive Arts and Design. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Continuity and Progression

The school ensures curriculum continuity by close liaison between staff at the planning stages. Charanga Music Online offers units of work that build on skills learnt in previous years, so that progression is seen throughout the school.

Inclusion

Every effort is made to ensure that music is equally interesting for both boys and girls, that working groups are well managed and the musical focus incorporates multiculturalism.

Children with special educational needs are involved in all work planned.

Learning resources

The music area has a growing selection of tuned and untuned instruments and keyboards. Charanga Music Online contains lesson material, demonstration videos and games/activities for teachers and pupils to use interactively. There are music stands, books and a variety of different genres of music on CD. Through music hubs, class sets of instruments are also available to hire.

Safe practice

The school has adopted the Health and Safety guidelines published by Devon Curriculum Services. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines is provided for all teachers. Electrical equipment is checked in line with the school's procedures.

ICT

Teachers are encouraged to use technology to record children's work. Pupils are expected to become competent with using recording equipment and simple keyboard sequencing by Year 6. Charanga Music Online allows pupils to compose online, recording their rhythms/melodies in a variety of ways. The pupils' progress can be recorded and monitored and also uploaded to Tapestry.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

The scheme of work includes expectations in relation to the school's policy on spiritual, moral, personal, social and cultural education.

Leadership and management

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

- the subject leaders will attend Devon Curriculum Services area conferences and/or regular music hub meetings
- whole-school training needs are identified as a result of the monitoring and evaluation programme
- other training needs are identified through induction programmes and performance management
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice
- where necessary, the subject leader leads (or arranges) school-based training

The subject leader supports teachers in developing, practising or refining their skills in the following ways:

- maintaining resources for each unit of work
- implementing the points raised from self-evaluation and from the last OFSTED inspection
- arranging for teachers to disseminate information representing the school at various Newton Abbot/Teignbridge community events.
- assessing evidence of each year's 3 elements: Listening and Appraising, Composing and Performing.

Leadership and management roles

The subject leader is responsible to the Principal for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum and to reporting to the Principal and the trustees on a regular basis. The subject leader is responsible for support staff as the need arises and liaising with peripatetic staff and other visitors.

How the subject is monitored and evaluated

The subject leader monitors and evaluates the implementation of the scheme of work, reviewing planning and collecting recording examples. The subject leader is responsible for completing annually an action plan outlining action to be taken to maintain and improve standards.

Review

This policy will be reviewed tri-annually in line with the school's policy review programme. The subject leader is responsible for reporting to the Curriculum trustee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Reviewed January 2022 Review January 2025