



# Music Policy

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## Key Document Details

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## **1 Aims and objectives**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in (particularly the multicultural nature of society today), and so the teaching and learning of music enables children to better understand their world. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

**1.2** The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

## **2 Teaching and learning style**

At Moredon Primary and Nursery School 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. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions; they learn how to express these. We teach them the disciplined skills of recognising pulse and pitch, we often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

**2.2** We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

## **3. Additional music teaching**

We take part in the 'Wider Opportunities' scheme where most children in the school learn a musical instrument during a weekly lesson led by a professional music tutor. Instruments include African drums, ukulele, recorder, clarinet and brass depending on the age of the child. Children in Reception classes have singing lessons with a visiting teacher. This all culminates in our annual music concert when parents are invited in to experience the skills their children have learned. The children experience seeing 'live' music through watching musical Roadshows covering all the musical instrument families. Through these interactive sessions they learn about the instruments and how they contribute to orchestras and bands.

## **4. Music curriculum planning**

**4.1** At Moredon Primary and Nursery School we use the objectives as set out in the National Curriculum as the basis for its curriculum planning. The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) in a skills-based, creative and broad and balanced curriculum. Our topics are taught through enquiry based learning of which music makes a valuable contribution. While there are opportunities for children of all abilities to develop their skills and knowledge in each topic, the skills are taught

through a planned progression meaning that the children are increasingly challenged as they move through the school.

**4.2** We carry out the curriculum planning in music in phases. The long-term plan maps the music topics studied in each term during both key stages. The medium-term plans, are based around the progression of skills document and a theme for that term, this means the children study music topics in conjunction with other subjects across the curriculum. This allows children to build on previous knowledge and skills to further develop their learning and understanding in Music. We teach the knowledge, skills and understanding set out in the National Curriculum for Music, in this way we ensure that children have complete coverage of the National Curriculum and have a opportunity to explore a broad and balanced curriculum.. The music subject lead is responsible for keeping and reviewing these plans.

**4.3** Within year group teams, they write the lesson plans, which list the specific skills being learnt, learning questions and success criteria of each lesson. The class teacher is responsible for keeping these individual plans. Our music planning is geared to four aspects of progress:

- increasing breadth and range of musical experiences;
- building on skills throughout the musical journey in school;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

## **5 Foundation Stage**

**5.1** We teach music in reception classes and Nursery as an integral part of the topic work covered during the year. These classes follow the Statutory Programmes within the Statutory Framework for the EYFS, the Early Learning Goals and the non-statutory Development Matters objectives for Expressive, Arts and Design. Music contributes to a child's personal, social and emotional development, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

## **6 The contribution of music to teaching in other curriculum areas**

### **6.1 English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **6.2 Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Children learn counting songs and need to count in order to begin to play music together. They learn mathematical facts through repetitive songs, for example, the times tables.

### **6.3 Computing**

Computers and technology are used in music where appropriate. Children use computer programs to compose music and at Foundation Stage to differentiate sounds. They also use computing in music to enhance their research skills through the Internet and use musical apps such as Garageband to compose music. They listen to music on the Internet following our Internet rules on safety.

### **6.4 Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. We use singing in circle time sessions and music promotes good rhythm in country, square and maypole dancing. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. We participate in the local music festivals through singing and playing musical instruments in our school-based concerts.

### **6.5 Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Moredon Primary & Nursery School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies. Children sing at church three times a year: Harvest, Christmas and Easter services.

### **6.6 PE**

Children are encouraged to dance accompanied with instruments as well as using recorded music. They learn to

respond to different music, rhythms and beats through their movements.

## **7 Teaching music to children with special educational needs**

7.1 At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another suitable establishment, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

## **8 Assessment and recording**

8.1 Teachers assess children's work in line with the whole school foundation assessment policy. Music is assessed through assessing the skills taught, understood and met by each child every term. This helps form a clear picture over the year of a child's attainment and progress in Music. On completion of a piece of work, the teacher marks the work and comments as necessary.

## **9 Resources**

There are sufficient resources for all music teaching units in the school. We keep instruments for music on trolleys for ease of use. We have a range of books and computer software to support the teaching and learning of music. We have a range of instruments kept in school for children to have practical lessons with external musical teachers.

## **10 Musical events**

10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The whole school sing in church three times a year to celebrate the festivals of Harvest, Christmas and Easter. At the end of the Year all children perform a musical show that showcases their skills that they have learnt during their instrumental lessons. Year 6 take also attend the annual event called Young Voice at the O2 Arena in London.

## **11 Monitoring and review**

11.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Principal an annual action plan on which she/he indicates areas for further improvement and the actions she/he intends to take to achieve them.