



## MUSIC POLICY

As a Rights Respecting School, teachers embed the UN Convention on the Rights of the Child. In particular, this policy allows the delivery of Articles 28 and 29:

**Article 28** – Children have the right to a good quality education...

**Article 29** – Education should develop each child’s personality and talents to the full. It should encourage children to respect... their cultures and other cultures.

### Rationale

Music is a feature of the culture of every nation, era and lifestyle. It is a unique way of communicating and a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

- To develop pupil’s skills, knowledge and understanding in performing, composing, listening and appraising.
- To develop pupils’ understanding of how music can take a variety of forms and that music can reflect other cultures, times and places.
- To develop pupil’s independence, self-esteem, motivation and empathy with others and the ability to work, share and experience together.
- To enable children to have the opportunity to explore a range of sounds and instruments.
- To provide pupils with opportunities to experience live music in a variety of forms and from a variety of cultures.

### Objectives

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Principles of Teaching and Learning**

We provide an integrated approach to teaching whereby emphasis is placed upon making music an enjoyable learning experience through practical involvement by all pupils. Teaching styles are chosen according to activity, and the learning needs of pupils. Through a range of planned class, group and individual activities, children learn to:

- Participate and share in musical experiences
- Prepare, lead and appraise
- Develop strengths and nurture gifts
- Encourage, direct and inspire each other
- Make decisions and solve problems
- Refine, rehearse and present
- Evaluate
- Listen and respond
- Make music with commitment, sensitivity and accuracy
- Explore instruments and sounds

When delivering the music curriculum, teachers seek to:

- Encourage and inspire and direct
- Observe, help and instruct
- Prepare, lead, appraise
- Control and enhance learning environments
- Manage groupings
- Develop gifts and strengths
- Make best use of resources
- Provide a breadth of balanced experiences to include a variety of music from different periods and cultures.

## **Foundation Stage**

Children should have the opportunity to engage in a range of musical activities, from frequent singing to exploring the sounds that instruments make. They should have the opportunity to play and experiment with a variety of tuned and untuned instruments, exploring rhythms and beats. In doing this, music contributes to aspects of the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

## **Differentiation, Additional Educational Needs and Gifted and Talented**

The study of music engages pupils in activities to suit their age, ability and any special needs. Through differentiation, teachers allow for the different pace at which individuals progress. The

aim is to give all pupils learning opportunities that allow all pupils to achieve success and make good progress by taking account of, and building on previous learning and achievements. 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. Therefore, music helps to focus on what makes children similar and equal. Equally, if a pupil is identified with a particular talent and whose work is exceeding the expected levels of attainment, teachers should provide suitably challenging work in accordance with the Gifted and Talented Policy. It may be considered appropriate to liaise with outside agencies to provide suitable opportunities for these pupils.

### **Cross-curricular Skills and Links**

Music makes an important contribution across the curriculum through the development of:

- Perception through aural discrimination
- Memory
- Numeracy skills in patterning and rhythm
- Non-verbal communication skills through sound
- Interpersonal skills in group work
- Decision making and problem solving activities
- Physical and practical skills through voice and instruments
- Independent learning by individual performing and composing
- The development of personal taste and enjoyment
- Performance through assemblies and school celebrations

Specific cross-curricular links include:

#### **English**

Pupils develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing.

#### **Mathematics**

The rhythm and structure of music is mathematically-based. Therefore, pupils who study the structure of music are observing patterns and processes.

#### **Science**

Science enable pupils to understand how musical sounds are made and how they travel. Pupils also investigate how sounds are altered.

#### **Geography**

Songs and instruments from other countries help pupils to have a better understanding of the world.

#### **R.E.**

Pupils experience the role of music and instruments in different religious ceremonies and festivals.

## **ICT**

Pupils make use of ICT in composing and listening, and through the use of electronic instruments

## **PSHCE**

Through making music, pupils learn to work co-operatively and effectively with other people and to build-up good relationships. It can also play a role in building-up the self-confidence of pupils.

## **Extra-curricular Music**

In addition to the music curriculum, music is delivered through regular singing assemblies and as part of school performances and celebrations. Pupils also have the opportunity to learn an instrument through individual or small-group tuition and also to join after school instrument groups and choirs. These pupils also are provided with the opportunity to perform to others, both within school and at outside events.

## **Equal Opportunities**

All pupils regardless of race, ability, gender or social origins are entitled to experience, enjoy and express themselves in music throughout the school. Teachers will ensure that this aim is achieved through appropriate access and differentiation for all.

## **Health and Safety**

Pupils will be taught the correct way to play and handle instruments and electrical equipment, in order to keep themselves and others safe. Care must be taken that all electronics are used safely and kept in good condition. Care should be taken with the volume of sound. Blown instruments should be used by only one pupil and must be carefully cleaned and, if appropriate, disinfected after use. When moving or handling boxes of instruments, due regard should be taken of the school's Health and Safety policy.

## **Assessment for Learning and Reporting**

Opportunities for assessment can be identified in long, medium and short term plans. Assessment for learning is ongoing. Evidence for recording and reporting is gained from teacher observation, recording of performances and pupils self-assessment. These can also include out of school experiences.

## **Management and Administration**

Teachers are responsible for teaching music to their class. The Subject Leader and other teachers with musical expertise are available for advice. The Music Express scheme is available for all year groups and can be used where appropriate. Central resources and instruments are available in each key stage to be borrowed by teachers and pupils.

### **Role of Subject Leader**

- 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
- Liaise with outside agencies, other schools and colleges
- Monitor the Music Policy and scheme of work.

### **Review**

The Music Subject Leader will carry out observations, reviews of planning and performance throughout the academic year. Resources, teaching and learning needs will be identified through the above, and in consultation with staff. Training and Inset needs will be identified and budgets administered by the Subject Leader. Information gained from monitoring and evaluation will form the basis for the subject action plan. The music curriculum will be evaluated by regular consultation with the Headteacher and Senior Leadership Team.