



# Elmridge Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

## MUSIC POLICY

| Policy Version |                  |  |                         |
|----------------|------------------|--|-------------------------|
| Date           | Document Version | Document Revision History  | Document Author/Reviser |
| Jan 2020       | 1                | A new policy to reflect the schools' vision                      | Robyn Stevenson         |
| May 2020       | 2                | A new policy to reflect the change in music provision in school. | Joanne Bryden           |
| Sep 2020       | 3                | A new policy to reflect the change in music provision in school. | Sally Diamond           |
| Jul 2021       | 4                | Annual review and update   | Sally Diamond           |

This policy will be reviewed every 12 months in light of local and Government legislation.

## School Mission and Aims

### *“Empowering children to shape the world of tomorrow”*

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

## **Music**

Elmridge Primary School believes music is 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.

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programs of study and attainment targets. We understand that the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Music is a means of communication through different cultures, abilities and generations.

The study of music can help self-confidence, aesthetic awareness and physical co-ordination. Listening to and making music fill a need for a human being to express themselves and show creativity. It can give pleasure for life.

## **Curriculum Intent**

- To ensure that all pupils perform listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- To ensure that all pupils 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 ensure that all pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

## **Early Years**

Within the Early Years Foundation Stage, Music is included as part of Expressive Arts and Design area of learning. At Elmridge Primary School, we guide children to learn about sounds we make with our bodies and instruments, and how these can change. This is set out in the early year's curriculum as children needing to:

- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed.

### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## **Curriculum Implementation**

### **Teaching and Learning**

Through the teaching of Music, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

The national curriculum for music aims to ensure that all pupils:

- 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
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Pupils work individually, in pairs and in groups. The teaching takes place in a mixed ability environment. The structure of the teaching sessions does not follow a fixed format; it varies. Nevertheless, objectives are shared with the pupils in each lesson and a short plenary takes place at the end of each lesson to assess and review the pupils' learning.

Foundation Stage teachers are responsible for the implementation and age-related assessment of Expressive Arts and Design points, within Development Matters.

Key stage 1 - Weekly planning of class lessons by the class teacher from the Charanga Scheme of work. This also includes weekly planning for on-going skills and assessment.

Key stage 2 – Weekly planning of class lessons by the class teacher from the Charanga scheme of work. This also includes weekly planning for on-going skills and assessment.

Assessment is the responsibility of the teacher and will be ongoing. Evidence for recording and reporting purposes is gained from teacher observation and 'end results' in the form of productions etc.

Reports for parents are prepared annually in the Summer Term and take the form of general statements based on the extent to which a pupil has achieved against the level descriptions in the National Curriculum.

Instrumental tuition is assessed by peripatetic teacher observation and reports are given to the pupils. (Currently still organised and taught by Trafford Music Service).

## **Inclusion**

Music lessons engage the children in a variety of planned and differentiated activities appropriate to their age, ability and special educational needs. Many pupils who do not appear to achieve in more formal areas of the curriculum may enjoy the more practical, relaxed atmosphere of a music lesson and enjoy the less pressurised learning environment. The achievement by such children should be particularly noted and recognised.

The SENCO will inform Sally Diamond (as Music Coordinator) of any children with special educational needs who may need special equipment. Wherever possible, provision will be made for such children and it will be the teacher's responsibility to ensure that any special equipment needed for a lesson is available.

Opportunities are also offered for more able children to participate in more challenging activities both during and out of curriculum time.

## **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## **Special Educational Needs**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

## **Assessment and Recording**

Class Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

## **Curriculum Impact**

## **Monitoring**

Teachers will discuss the children's progress which will include a review of their assessment.

Monitoring of standards of children's achievements and the quality of teaching is the responsibility of the subject coordinator supported by the Head of School and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupil's work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

## **Resources**

Small musical instruments are kept in a trolley in the specialist music classroom.

A selection can also be found in Foundation and Key Stage 1 classrooms.

Larger musical instruments and keyboard are also stored in the specialist music classroom.

## **Roles and Responsibility for the Policy**

### **Role of the Local Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of music.
- delegated powers and responsibilities to the Head of School to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;

### **Role of the Head of School and Senior Leadership Team**

The Head of School and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- ensure all equipment is up to standard;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff;

### **Role of the nominated Link Governor**

The nominated Link Governor will:

- work closely with the Head of School and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;

### **Role of pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the school council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of parents/carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending musical events and supporting children at community events;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- join the school in celebrating success of their child's learning;

### **Extracurricular activities**

Opportunities for Music within School:

#### **Class Music**

Class teachers incorporate music within the classroom setting and as part of dance or drama. Teachers may also use times tables songs to support fluency or other musical genres to support learning (Shakespeare rap, Roman Numerals rap, classical music played via the IWB during independent writing tasks). Key Stage 2 wider opportunities are held in the Specialist Music Classroom.

#### **Whole School**

Music is incorporated within collective worship through song as part of the assembly, and through music playing as the children enter or leave the hall. A board at the front of the hall informs the children of the name of the composer and title of the music they are listening to. This will be pre-arranged for the year by liaising with the Collective Worship co-ordinator in order to ensure that the music that the children are listening to is from a range of genres and composers and is linked in some way to the weekly theme.

KS2 singing assemblies take place each week, led by Sally Diamond. Class teachers are to support staff with behaviour management during this time if necessary.

The school choir will be led by Joanne Bryden.

A ukulele club will be led by Sally Diamond.

#### **Opportunities for performing and composing**

Children have the chance to share their music making in various ways throughout the year: -

Performing for their class teacher

Participating in instrumental concerts

Christmas - 'Songs around the Tree' - Whole school participation involving speech, poetry and music.

Each Key Stage has responsibility for the organisation on alternate years

Nativity - Foundation stage performance for parents /carers only.

Summer - 'Concerts' - Key Stages 1 and 2 performances of a musical involving music, speech and drama on alternate years. A dress rehearsal is performed for the rest of the school with separate performances for parents of Key stage only. Key Stage 2 performances are held on two separate evenings: Key Stage 1 during school hours.

Choir

A survey will be taken when the children return to school to see if there is scope to form an orchestra/ensemble to perform at school concerts/assemblies.

#### **Instrumental tuition for guitar, brass and woodwind**



Tuition is available for individuals or small groups, by peripatetic teachers. Lessons take place during the school day and are not offered as after school activities. These are currently organised and coordinated by Trafford Music Service.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: \_\_\_\_\_