



# Music Policy

**Ratified by governing body: Autumn 2017**

**Date for review: Autumn 2020**

A handwritten signature in black ink, appearing to read 'Anne Marie Renshaw', is positioned below the text.

**Reverend Anne Marie Renshaw  
Chair of Governors**

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

**Plato**

## **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, and so the teaching and learning of music enables children to better understand the world they live in. 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:

- **Perform** – through playing, and enjoying music
- **Compose** – through creating music
- **Transcribe** – through using standard and non-standard symbols to write music
- **Describe** - through opportunities to listen to a wide range of music and appreciate music from a wide variety of styles and cultures. Also through regular opportunities to discuss and share opinions about a range of music that they are listening to.

At Messing Primary school we aim to:

- Encourage a positive self-image to give every pupil confidence to deal with events and problems as they occur.
- Provide a range of musical experiences.
- Provide opportunities to sing.
- Ensure that each pupil reaches his/her potential.
- Develop pupils' pleasure and confidence in music.
- Develop listening skills.
- Work collaboratively with others as well as individually.
- Value and respect their own work and that of others.
- Encourage respect for the views and musical tastes of other individuals.
- Develop a respect and understanding of music from different cultures.
- Develop the children's competence in playing instruments.
- Help children to begin to acquire knowledge about different types of music.
- Develop a growing confidence in performing.
- Develop their own creativity and imagination.
- Provide opportunities to compose music.
- Foster enjoyment and appreciation of music and a knowledge of some musicians.

## **Teaching and Learning**

Lessons are taught in whole class sessions and may include opportunities to work individually or with a partner or small group. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Each lesson will consist of activities that involve listening and appraising, creating and exploring and performing.

### **Special Educational Needs**

Children with Special Educational Needs, whether they have a specific difficulty or a particular talent in Music, have access to the same broadly balanced curriculum as their peers. It is the teacher's role to adapt tasks and activities to the individual needs of each child in his/her class. This should be clearly outlined in the teacher's planning. When participating in music activities outside the classroom or in a different location consideration will be given to ensure all children's needs can be met.

### **Equal opportunities.**

Within the teaching of Music, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the Music curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter

### **Planning**

Music at Messing Primary is organised into a scheme of work based on the EYFS Curriculum and the National Curriculum programme of study and follows the long term plan for the school. We use schemes such as Charanga (Essex Online Music Services) and Music Express to help us plan and deliver Music lessons.

Curriculum planning takes place in three phases; long term, medium term and short term. Long term planning maps out the key areas. The long term plan will ensure an appropriate balance and distribution of work across each term.

Medium term planning encompasses performing, composing, transcribing and describing. The activities in music are planned so that they build on prior learning. Progression is built into long term planning through the learning skills, so that there is an increasing challenge as the children move through the school. Assessment takes place according to the assessment policy and is used to inform next steps and levels children are working at. (See separate Assessment Policy)

### **EYFS**

During EYFS pupils will have the opportunity to develop creativity and imagination through musical activities. These will include opportunities to build up a repertoire of songs and dances and to explore the different sounds of instruments. Through a range of activities and experiences they will progress towards achieving the Early Learning Goal: *to sing songs, make music and dance, and experiment with ways of changing them.*

### **Key Stage 1**

During Key Stage 1 pupils will have the opportunity to

- Use their voices expressively 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.

- Make and combine sounds using the inter-related dimensions of music.

### **Key Stage 2**

During Key Stage 2 pupils will have the opportunity to

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music, separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music

### **Musical Events**

We believe that music enriches the lives of people and so we wish to involve as many children as possible in musical activities. Therefore children are also involved in productions and performances, they sing in assemblies and at special events and festivals. They also participate in music festivals with other local schools. There are also different musical clubs on offer at different times that are run by staff such as recorder club.

### **Additional Music Teaching**

Children are also able to study a musical instrument with peripatetic teachers. Parents who wish their child to participate in the scheme pay additional music lesson fees. These lessons are normally taught to individual children who have chosen to learn a specific instrument. This is in addition to the normal music teaching of the school.

### **The role of the Music co-ordinator is to:**

Support colleagues in teaching the subject content and developing the detail within each unit.

Renew, update and complement resources needed to deliver the curriculum.

Audit and monitor current practice.

Monitor assessment and record keeping, ensuring progression and continuity.

Take the lead in organisation of musical events.