



Slyne with Hest C of E Primary School

Music Policy

Listen, learn, love and laugh as part of God's family.

Policy:	Music
Subject Leader:	Paul Bowden
This statement was reviewed by the subject leader on :	September 2024
This statement will be reviewed:	September 2027
Governor committee responsibility:	Standards and Curriculum

Purpose and Aims

We introduce music as a live experience to the children, so that they may gain enjoyment and satisfaction through involvement.

"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 wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment."

The aim of music in our school is to:

- Develop their understanding and appreciation of a wide range of music (different styles – pop/jazz/classical etc and music from around the world)
- Develop and extend their own interests and increasing their own ability to make judgements of musical quality
- Acquire the knowledge, skills and understanding needed to make music in a range of styles
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work e.g. listening skills/ ability to concentrate / creativity / intuition / aesthetic sensitivity / perseverance / self-confidence and sensitivity towards others

Planning and Organisation of Teaching

All pupils will have a wide range of musical experiences during their time in the Foundation stage – much of this will be based through exploration and play based experiences but some will be through more formal song and instrument work.

In KS1 and KS2 children will have a weekly music lesson – this will be taught by the classteacher in KS1 and by the headteacher / subject leader in KS2.

Children will experience working in small groups, individually and as a class during class based music sessions. They will also experience performing to/with larger groups (a whole Key Stage / the school / school 'area' concerts / to groups of parents) at each Key Stage.

Curriculum music follows the statements in the Music National Curriculum and the Model Music Curriculum.

INSTRUMENTAL TUITION

All pupils will be offered the chance to learn a musical instrument and be taught by a member of the Lancashire Music Service. These will be weekly 1:1 or small group sessions.

At present this includes:

- Woodwind (from Year 3)
- Keyboard (from Year 2)
- Guitar (from Year 3)
- Percussion : Drums (from Year 3)
- Vocal (from Year 2)

Wider Opportunities:

Throughout KS2 the scheme of work includes developing skills on the glockenspiel and all pupils will be taught how to read notation and play a simple melody on tuned percussion.

Children in Year 3 will receive one term of woodwind instrumental tuition as part of the school music provision. This will be taught by a member of LMS staff. Children will then be encouraged to keep up their learning through small group lessons.

SCHEME OF WORK / CROSS CURRICULAR LINKS

The school has developed its own scheme of work for music which uses a range of resources including:

- Collins Hub / Music Express
- A C Black songsheets,
- Charanga (online musical resource),

- Range of A&C Black music books.
- Sing up!

Some themes are cross-curricular linking into class topics but include skills based activities and games.

The units are organised as in the curriculum map – see separate scheme of work document.

Assessment

A lot of work in music is practical and participatory and therefore there is less recording and thus marking than in many other areas of the curriculum. When children record graphic scores or responses to music these are marked according to the lesson objective / criteria.

Videos of the children rehearsing / playing will be taken during the units of work and these will be played back to the children for them to appraise. They will then be stored using the school IT system for evidence of work covered.

End of unit recording sheets are used to record progress in each unit of work. This shows attainment below at and above that expected in the unit of work.

The end of year report contains a summary of whether a child is on track with their music making.

Children receiving lessons from the music service receive a regular report on their progress.

Role of the Subject Leader

- Ensure that the policy and scheme of work is regularly updated and follows the NC and MMC
- Forms and maintains the school development plan online
- Monitors the quality of music making and curriculum delivery across school
- Liaises with the LMS tutors who teach in school
- Accesses available CPD and points others in the direction of training opportunities
- Maintains the profile of music across school
- Seeks out opportunities for pupils to be involved in music making in the wider community / experience a wide range of musical genres

Meeting the needs of all Pupils (AGT and SEN)

SPECIAL EDUCATIONAL NEEDS

All children are included in music lessons in school. The scheme of work is designed so that all children can be active and make progress no matter what level they start at. Children with specific needs will be supported by a member of staff (TA) in order for them to have full involvement.

GIFTED AND TALENTED

The school recognises that some children will have special talents in the area of music. These children are supported in a number of ways:

- Offered the opportunity to have lessons on an instrument from a teacher from the Lancashire Music Service
- Given the opportunity to join the school choir / band and perform to a range of audiences
- Supported in getting involved in outside musical activities – signposting events and clubs in the weekly newsletter
- Sharing their talents through the weekly class music lesson and via differentiated challenges

Spirituality

Music and spirituality are intricately related, with spirituality often being the inspiration for the creation of music, and music so often creating the desired atmosphere for a spiritual occasion.

Equality and Diversity

The scheme of work recognises that we live in a multi-cultural world and seeks to reflect that in the music that the children listen to and join in with. Units include music from different genres, cultures and communities.

When choosing the work of composers and musicians we seek to include music from different ages, by people of different genders and backgrounds and music that has been inspired by different traditions.

Resources

There is a music cupboard in the hall which contains a wide range of instruments.

Main resources:

- Tuned and untuned percussion. The stock of instruments is constantly being updated by the subject leader – see resource list
- A large collection of music and song books - see resource list
- Keyboard and piano

Digital resources:

- Collins Hub (Music Express online)
- Charanga
- Sing Up!

(Consider attaching Curriculum Map as an Appendix)