



# Music Policy

## **GDPR**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 4 years  
Reviewed by Jane Barrass 8<sup>th</sup> October 2022  
Reviewed by Governors: K Wood 8<sup>th</sup> October 2022  
Next review date: Autumn 2026

## 1. General statement

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 our personal development. 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 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.

## 2. Aims

We aim to provide opportunities within the curriculum for all pupils to:

- engage and inspire a love of music
- perform, listen to and evaluate music from different historical periods, genres, styles and traditions
- 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 to enhance their musical experience
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation

## 3. Inclusion (*cross-reference inclusion policy*)

Teaching and learning will be modified appropriately for children with additional needs.

## 4. Subject content at Foundation Stage

In Foundation Stage, music is taught as an integral part of topic work. Children in Foundation Stage are given opportunities to experiment with sounds and build up a bank of familiar songs to enhance their learning through language development, building confidence and using their imagination and creativity.

## 5. Subject content at Key Stage 1

During Key Stage 1 we continue to build on developing an enjoyment for music through a variety of musical experiences, with singing lying at the heart of this. They will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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

## 6 . Subject content at Key Stage 2

During Key Stage 2, pupils will be taught to sing and play musically with increasing confidence and control. They will 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 from different traditions and from great composers and musicians
- develop an understanding of the history of music

## 7. Planning

Our school uses the National Curriculum and the New Model Music Curriculum as the basis for its curriculum planning. Teachers will incorporate these objectives into their music planning, using a cross-curricular approach where appropriate. We also draw on the expertise of external agencies. Year 4 have Whole Class Ensemble Teaching (WCET) through Leicestershire Schools Music Services. This opportunity is continued into Year 5 and 6 where pupils may choose to continue to learn their instrument (currently clarinet/saxophone/ukulele) in addition to their planned curriculum lesson.

## 8. Personal Development

Pupils are given opportunities to perform and share their musicianship in a variety of contexts, both in school and in the wider community. These include performing within class, Summer Concert, Collective Worship, Key Stage shows, St Bartholomew's Church, Loughborough

Christmas Tree Festival (year 3), and local community events (May Day Carnival, Quorn Lights switch-on, Baptist Church coffee morning).

#### 9. ICT (*cross-reference ICT/Internet policy*)

The use of ICT can help pupils learning and provide evidence for assessment and monitoring by:

- providing a range of recorded music for listening and appreciation purposes
- providing information on composers and the history of music
- providing the equipment needed to record, explore and manipulate ideas

#### 10. Assessment, recording and reporting

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. In the case of whole class teaching by an external provider, class teachers will seek additional judgements from the specialist music teacher. On completion of a piece of work, the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum, and give oral feedback as necessary to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work.

#### 11. Role of the co-ordinator

- Monitor and review the policy
- Monitor and evaluate the teaching and learning of music within school, through collecting and collating evidence of good practice
- Support the planning and implementation of music by offering advice where required
- Order, provide and maintain resources, including booking of external providers, within the limits of the school budget
- Ensure staff are aware of personal development opportunities/INSET when they arise
- Co-ordinate and lead weekly singing assembly
- Liase with peripatetic teachers, external music agencies and community event organisers to plan events
- To be a good role-model in the teaching of music
- Plan events such as the Summer Concert
- Plan music to listen to and sing during collective worship
- Report any music used in collective worship for copyright purposes

#### 12. Role of the teacher

The role of the teacher is to deliver a planned, structured and enjoyable music lesson which builds progressively on the skills and knowledge laid out in the National Curriculum. Planning

should be in a year group consultative process. Teachers will provide the co-ordinator with evidence of work when required. A record of pupils involvement in musical activities and the end of year grade given on the school report will be done each year.

### 13. Role of the governor

The named governor will be actively involved in the monitoring of Music and will adhere to the school's Monitoring and Evaluation policy.

### 14. Additional music teaching

Key Stage 2 children have the opportunity to sing in a Wednesday after school club. There are also lunchtime singing clubs at intervals through the year to prepare for performances. Children have the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the drum and flute. This is in addition to the normal music teaching of the school, but usually takes place outside curriculum time. Pupil premium children may be offered instrumental lessons if appropriate.

### 15. Equal opportunities

At our school we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, class, physical or intellectual ability.

- girls' and boys' work is equally valued
- access is provided to all activities; support is provided for those children experiencing difficulties; extended activities may be provided for those who are more able
- we recognise the different levels of experience and language of the children arriving at the school and provide them with appropriate experiences and means of expression

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children.

### 16. Sustainability

We aim to be a Sustainable School and provide an education about sustainable development that allows children to develop the required knowledge values and skills. We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now without damaging the planet for the future. We aim

that all pupils are taught to care for oneself to care for each other (across cultures, distance and time) and care for the environment both near and far.

#### 17. Monitoring

A review of the music policy will take place every four years or when considered necessary in the light of DfE information or legislation. The Policy will be monitored and evaluated following the guidelines in the Monitoring and Evaluation Policy.