



# **Music Policy**

## **Villiers Primary School**

**S.Phillips**  
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## Contents

	<b>Page</b>
<b>What Is Music?</b>	<b>3</b>
<b>Document Purpose</b>	<b>3</b>
<b>Subject Aims</b>	<b>3</b>
<b>Staffing</b>	<b>5</b>
<b>Curriculum and School Organisation</b>	<b>5</b>
<b>Time Allocation</b>	<b>6</b>
<b>Early Learning Goals</b>	<b>6</b>
<b>Attainment Targets</b>	<b>7</b>
<b>Class Organisation and Teaching Style</b>	<b>7</b>
<b>Inclusion</b>	<b>8</b>
<b>Integration with Other Curriculum Areas</b>	<b>8</b>
<b>Resources and Accommodation</b>	

**Equal Opportunities****SEND** 10**Community Cohesion** 10**Health and Safety** 10**What Is Music?**

Music is a foundation subject in key stages 1 - 3. It is a vehicle through which children can use and develop their imagination as well as enabling them to express a wide range of sentiments and emotions.

Music is considered a vital and enriching experience for all children.

So many teachers and parents value music for the contribution it makes to the life and ethos of the school.

**Document Purpose**

This policy reflects the values and philosophy in relation to the teaching and learning of music. It gives a framework within which all staff work and gives guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with the Scheme of Work which gives details of what pupils in different year groups will be taught.

**Subject Aims**

Music is a foundation subject within the National Curriculum. The aims of teaching music are consistent with our school's philosophy and take account of the new National Curriculum for Music. The aims of the subject are:

- To provide a music curriculum which is rich and balanced.
- To encourage children to enjoy musical activities and to provide them with the skills and confidence to participate in musical activities with personal satisfaction.
- To provide children with a means to express ideas and feelings through

sound.

- To assist each child to develop a positive self-image and self-confidence.
- To develop a sensitive response to sound and music.
- To provide a curriculum which progressively develops musical skills, concepts and knowledge.
- To develop insight through music into areas of experience, some of which cannot easily be verbalised.
- To promote positive attitudes towards, and enthusiasm for, music work in school.
- To develop social skills and awareness whilst making music together.

Children at SHINE academies follow the National Curriculum for Music and work at levels appropriate to their ability using SHINE academies moving on targets. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description.

In the teaching and learning of Music we can identify a number of objectives.

The children will have the opportunity to:

- Discuss and appraise musical activities through an experience of both the performance of live and recorded music by peers and professional musicians.
- Explore the inter-related dimensions of music, for example high/low, loud/quiet, long/short, fast/slow, texture, structure quality of sound, rhythm and beat.
- Explore rhythmic and melodic ideas.
- Compose music for a variety of purposes and audiences.
- Perform music to a variety of audiences.
- Learn about music from across a wide range of historical periods, genres, traditions, composers and musicians.
- Play and explore musical instruments.
- Write their own musical compositions using a range of notations to record these.
- Explore and experiment with a variety of sounds and silence.

- Learn and join in with a wide variety of songs and rhymes.
- Discover and explore links between music and other subjects.

## **Staffing**

At SHINE academies music is usually taught, throughout the whole of the school, by class teachers and music specialists: (See staffing lists in school). We offer children throughout Key Stage Two various opportunities to learn musical instruments. Tuition is provided from within our staff.

SHINE Academy Staff:

Violin  
Clarinet  
Trumpet  
Tenor Horn  
Recorder

Visiting Staff:

Children sing regularly during assemblies and music lessons. A singing assembly takes place every week. In addition to these experiences, extra-curricular clubs are offered to enhance the Music Curriculum. These include recorder groups and choir. Children beginning music tuition in September 2018 are required to attend recorder club as part of their musical development. This is also to give children the experience of performing as part of an ensemble.

## **Curriculum and School Organisation**

In order to achieve the aims outlined previously, the teaching of music at SHINE Academies is approached in a flexible way throughout the school, within each Key Stage and Year Group. Using the Music Express Curriculum some music teaching will be of a cross-curricular nature, while some will be specifically planned to develop certain musical skills, concepts, knowledge or attitudes.

The current organisation for music is as follows: Each class is allocated one session either weekly or fortnightly, which gives access to instruments and space. The instruments are stored here and may be moved to other areas or classrooms for use at other times.

Subject planning and evaluation for music work is usually incorporated into year group planning and evaluation each term or half-term. This is seen in teachers' initial and long term plans.

Learning in music will be essentially mostly practical hands on activities using the music resources available for teachers and children, as outlined in the scheme of work. This may be enhanced by the use of some television series, DVDs, CDs and workshops from visiting peripatetic groups.

The Coordinator receives any information or resources which arrive in school and makes decisions regarding Music work and the development of the Music Curriculum in school. The Coordinator works closely with other music specialists in school.

## **Time Allocation**

The time allocated for the teaching of music is based upon the recommendations set down by the DfE. Within the time allocated it is expected that the relevant Programme of Study will be covered at each Key Stage. It is recognised that the use of integrated approach to music work in both Key Stages may make it difficult to allocate time precisely on a weekly basis. However, music specialists endeavour to ensure that the subject is adequately represented in terms of the overall timetable in each class.

## **Early Learning Goals**

The teaching of Music in Early Years is based upon the Early Learning Goals of Expressive Arts and Design. Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. The area of learning includes art, music, dance, role play and imaginative play. To give all children the best opportunity for effective creative development, practitioners should give particular attention to:

1. A stimulating environment in which creativity, originality and expressiveness are valued;
2. A wide range of activities that children can respond to by using many senses;
3. Sufficient time for children to explore, develop ideas and finish working at their ideas;
4. Opportunities for children to express their ideas through a wide range of types of representation;
5. Resources from a variety of cultures to stimulate different ways of thinking;
6. Opportunities to work alongside artists and other creative adults;
7. Opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements;
8. Opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound;
9. Opportunities for children who cannot communicate by voice to respond to music in different ways, such as gestures;
10. Accommodating children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

### **Early Learning Goals**

40-60 months	Explore the different sounds of instruments. Begins to build a repertoire of songs and dances.
Reception	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject Content**

#### **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 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.

## **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

When assessing children, staff use audio/video based digital technology to capture and develop musical learning in sound-based ways. This also informs planning and teaching.

## **Class Organisation and Teaching Style**

Teachers are responsible for their own class organisation in relation to music whilst at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used.

## **Inclusion**

In planning work the teachers will aim to:

- provide breadth and balance of musical activities for all children
- provide a differentiated Music curriculum to meet the needs of all the children through the continuity of experiences
- set suitable learning challenges for individuals or small groups of children
- respond to pupils diverse learning needs
- liaise with the Special Needs Co-ordinator to ensure that provision is made for all SEND children.



## **Integration with Other Curriculum Areas**

It is important that music is not seen in isolation and that it is linked and integrated with other subjects in the curriculum. Music can be linked with:

- **Maths**

The whole structure, make-up of music is mathematical. Rhythms, time-signatures, counting, clapping etc. are all obvious links.

- **English**

In starting off a good creative music lesson, they nearly all start with a list of adjectives that describe a scene, picture, story or situation.

The very essence of songs is the story they are telling or the picture they are painting. Written and oral skills are needed so children can express their ideas, sentiments and emotions.

- **Science**

The chief link with Science is 'sound' - how sound travels, different techniques needed to produce the best sound and experimentation using the voice and different instruments.

- **P.E.**

It is through Dance that there is such a strong link between these subjects. Dance is a marvellous vehicle for expression and response in music.

- **Art**

It is through Art that children are able to find a different means to express their feelings and responses to a piece of music. Children will, as part of the National Curriculum, listen to music and find their own way of notating what they have heard on paper.

- **History**

The National Curriculum demands an examination of the history and traditions of music. These may be linked with History topics already being covered.

- **Geography**

Children will as part of the National Curriculum look at all types of music from around the world. They will look at the different instruments and musical traditions that characterise the countries under examination.

- **D.T.**

Children can find different ways of making their own musical instruments.

- **Computing**

Children can research, explore and experience the world of Music. They can also use designated music software as a tool for sequencing or composing.

## **Resources and Accommodation**

A variety of music resources are kept in school. Musical instruments are kept in the old hall. These resources are available to all staff. The care of the instruments is of a very high importance and must be taught to all children so that instruments are not damaged or spoilt. This is built into the scheme of work in Reception and should be reinforced throughout the school. If a breakage does occur, this should be reported to the music coordinator who will either remove, repair or replace.

Data/ photos and videos music be uploaded to the staff shared area on the server once every unit has been taught. This is so that music teaching can be monitored.

Staff can also record straight onto their laptops using digital cameras, microphones (see Computing Leader) and the relevant software on their PCs. Interfaces allow recording directly from midi keyboards to laptops.

The Music Coordinator will review the use of resources and their storage annually. Staff are asked to submit to the music coordinator lists of any resources which they require to be added to the existing stock. The purchase of resources is planned each year by the music coordinator based on the music budget.

## **Equal Opportunities**

Teaching and learning opportunities within Music should be planned to enable the full and effective participation of all pupils. Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to achieve high standards by using a variety of teaching strategies to motivate pupils; develop self esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support.

## **SEND**

Pupils identified as needing extra support will be given the appropriate help in the

lessons. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed.

## **Community Cohesion**

SHINE Academies are pro-active in promoting community cohesion by encouraging a strong sense of belonging by members of the school community. Pupils are given the opportunity to participate in performances which contribute to the community cohesion within the local area.

## **Health and Safety**

As Music is a largely practical subject, health and safety needs to be considered at all times. The following are a list of possible risks involved.

Risk	Ways to eliminate risk
Fingers trapped in piano	Ensure children are sensible near the piano and the lid is already open prior to use.
Children hit by beaters	Educate children about proper conduct prior to using percussion instruments. Manage class effectively by working in smaller groups if necessary.
Throat injury	Ensure children sing with correct technique and avoid shouting at all times. Ensure warm up activities are undertaken prior to singing activity.
Hearing injury	Ensure volume on playback devices are set appropriately.
Hands trapped in music stands	Ensure base of music stand is level on floor before adjusting height.
Music stand sections becoming detached and dropping on feet	Children to carry only one stand at a time and transport at an upward angle.
Instruments dropping on feet	Ensure that two children at a time lift heavy instruments.
Children hitting heads on tables if they are sitting on the floor	Ensure tables are moved back out of the way.