

Music Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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1. INTRODUCTION

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:

- create, play, perform and enjoy music
- develop the skills to appreciate music from a wide variety of styles and cultures
- begin to make judgments about the quality of music.

2. RATIONALE

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that music plays in the education of our children. It is important that a positive attitude towards music is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

3. PRINCIPLES

Key to the effective implementation of this policy document are the following key principles:

- policy and provision are evaluated and reviewed regularly
- resources (time, people and equipment) are planned for by the subject leader
- planning of music ensures continuity and progression across all abilities, year groups and key stages.

4. AIMS

Although relating specifically to music, our aims for the subject are also in line with the school's general aims.

We aim to provide the children with a music curriculum that will nurture individuals who are numerate, literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a rich environment and stimulating resources so that children can develop their musical skills to full potential.

Pupils should attain the targets set out in the National Curriculum programmes of study for music. 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
- 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
- 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.

5. PROVISION

Children will be provided with a variety of opportunities to develop and extend their musical skills in and across each phase.

Cornerstones is the basis of our balanced music curriculum in conjunction with The New Model Music Curriculum; this ensures the vocabulary, song list and skills are pitched to the correct level of expectation. There is a skills and knowledge progression plan for the three areas of music; singing, performance and composers/composition and this is supported by Charanga resources and specifically made guidance. The scheme supports all the requirements of the National Curriculum.

6. ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of class teachers to assess all children in their class. The guidance here should be read in conjunction with the school assessment policy document. In our school we continually assess our pupils and record their progress against National Curriculum statements. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the level of work to the needs of the children, thus ensuring maximum progress.

Information for assessment will be gathered in various ways:

- talking to the children
- observing work
- marking work
- during oral sessions

Teachers will use assessment to plan further work. Teachers will make a judgement on a termly basis as to whether a child is working below, working at age related

expectation or at greater depth.

7. ROLE OF SUBJECT LEADER

The music lead is responsible for coordinating music through the school. This includes:

- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance
- advising on in-service training to staff where appropriate.
- advising and supporting colleagues in the implementation and assessment of music throughout the school
- assisting with requisition and maintenance of resources and instruments required for the teaching of music. Again this will be within the confines of the school budget.
- monitoring progress over time

8. ROLE OF CLASS TEACHER

- To ensure progression in the acquisition of music skills with due regard to the National Curriculum for music.
To acquire, plan, and develop the use of exciting and motivating resources.
- To develop and update their skills in and knowledge and understanding of music and the musical elements.
- To keep, and to supply the subject leader with, appropriate on-going records.
- To plan effectively for music, liaising with subject lead when necessary.
- To inform parents of pupils' progress, achievements and attainment.

9. INCLUSION AND EQUAL OPPORTUNITIES

Every child has an entitlement to a broad, balanced, meaningful and relevant music curriculum. We recognise that each child is unique in terms of characteristics, interests, abilities, motivation and learning needs. At St Luke's we recognise children's different learning styles and preferences and aim to provide learning contexts for visual, auditory and kinaesthetic learners. Those children with exceptional learning needs will have equal access to high-quality and appropriate music education.

We incorporate music into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of music. All children have equal access to the curriculum regardless of their gender, race, cultural background or disability. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

10. HEALTH AND SAFETY

Consideration for health and safety is of the utmost importance in music. Appropriate storage and handling methods are taught to all children. The children are taught to follow simple instructions to control the risks to themselves and others. Teachers make sure that LSA's are aware of safety procedures.