



Music Policy

Full copies of our policies and procedures can be found on our website or are available from the office www.newburland.leics.sch.uk

Adopted by the governing body at the meeting held in January 2019 – see minutes

Due for review every 3 years

Music Policy

Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life. As part of the broad and diverse education that we give to our pupils at Newton Burgoland Primary School, music is a key element because of all the enrichment it gives to our pupils. In addition we recognise that music can:

- Reduce feelings of stress and anxiety
- Help children and adults to regulate their emotions
- Improve concentration and on task behaviour

At Newton Burgoland Primary School, we ensure that we:

- Promote and support curriculum music for all children as an entitlement through their classroom experiences, and follow the 2014 National Curriculum in full.
- Provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others' musical traditions.
- Provide learning experiences in music which promote confidence and development of the child.
- Promote a music curriculum with relevant differentiated experiences to make music accessible to all children.
- Promote progression and continuity in music through careful curriculum planning and monitoring of each child, in line with the school's policies assessment and recording.
- Promote the continuing development of expertise and confidence in music for all members of the teaching staff through CPD and INSET.
- Recognise ways in which Computing skills may be incorporated into, and developed by the music curriculum and used to enhance the musical experiences of all children.
- Promote the opportunity to perform to a wider audience.
- Recognise and respect the spiritual, social and cultural links with music.
- Promote cross-curricular links with other subjects.
- Provide whole class singing and whole class instrumental lessons so that all pupils learn to play a musical instrument.
- Promote a love of music and engagement with the subject by giving all pupils the opportunity to participate in out-of-school trips relating to the subject.
- Promote a love of music by giving all pupils the opportunity to watch music and drama performances in school.

Objectives of the school's music provision

1. Entitlement

- Music will be provided on a weekly basis.
- Whole School Singing will take place during every assembly. time. Singing skills we be taught as part of weekly music lessons.

- Schemes will support progression and continuity in children's musical experiences and the development of knowledge and understanding.
- Pupils will be taught to the objectives of the 2014 National Curriculum for Music.
- Whole class instrumental teaching will take place in all year years so that all pupils learn to play a musical instrument.
- Music activities will be incorporated into the whole curriculum for each class.

2. Knowledge Skills and Understanding

- Children's musical experiences will develop the interrelated skills of Performing, Composing, Listening and Appraising.
- Children will develop musical and technical skills through a variety of musical activities and the use of a range of resources.
- Children will develop an understanding of the musical elements and their use. They will be able to use technical terms confidently and in the correct context.
- Children will develop a basic understanding of written musical notation.
- Children will regularly perform their own compositions and the works of others to a variety of audiences (such as other children/classes/year groups, school, parents, the wider community).
- Children will develop knowledge of music of different times, places and diverse cultures with respect.
- Children will regularly listen to and evaluate their own work as well as the work of others.
- Children will appraise music with high levels of respect and concentration.

3. Personal Development

- Children's work will be valued through regular performance and constructive feedback by both staff and pupils.
- Pupils will self-assess their work and know the next steps for development.
- Children's work will be valued through recording and performing it.
- Children will perform in assemblies and concerts in school and the wider community to develop confidence and constructive feedback from pupils, staff and parents.

4. Differentiation

- Where appropriate, tasks will be set which offer open ended outcomes to allow for differentiation (e.g. composing sequences, singing responses, improvising melodies) therefore enabling a variety of responses.
- Appropriate resources and materials will be selected for all children.
- Lessons will provide resources of different complexity depending on the ability of the child.
- Lessons will use mixed ability groups with different outcomes for particular children who need challenging.
- Learning Support Assistants will be used, where required, to develop the progress of particular groups of pupils.

5. Planning

- The basis of music planning will be focused around the Leicestershire Scheme of Work for Music.
- Appropriate planning will be made for special needs, and gifted and talented pupils, through additional support, appropriate resources, access to activities and building on prior learning.
- Differentiated experiences in relation to age and/or ability, either through task or outcome will be fundamental to all planning.
- Music activities will be planned in other subjects thus creating cross-curricular links such as writing a song in Science to reinforce a scientific method or during maths lessons to help develop understanding of a particular concept.
- Records will be kept where appropriate, for purposes of planning, assessing and the development of common standards.
- Long term, medium term and short term planning following the New National Curriculum and planned progression enables pupils to be increasingly challenged.
- Our music planning is focused around 6 key areas, in line with the Leicestershire Scheme of Work for Music.

6. Extended Curriculum

- Children will be encouraged to engage in music activities beyond the classroom (e.g. weekly guitar lessons through JAM, piano or brass lessons through Mr Murray (music Academy)
- Gifted and talented pupils are selected for additional activities to expand their skills, knowledge and ability.
- Children will be encouraged to utilise skills developed beyond the classroom within the classroom context (e.g. playing in class assembly/ whole- school performance, show and tell showcases).

7. Staff Development

- Staff will be kept up to date with current requirements and other issues.
- Staff will receive training and support from the co-ordinator when/where appropriate.
- Provision will be made to enable the co-ordinator to keep up to date with current issues by having access to Inset, events outside the school and liaisons with advisors.

8. Information Technology

- Planning will incorporate use of I.T. by the children through the use of keyboards, audio-visual equipment computers and iPads (e.g. Garage Band software).
 - a) for pupils use.
 - b) for the purposes of assessment and recording children's work.

9. Inclusion

- We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children (see Inclusion Policy).
- Teachers provide learning opportunities matched to the needs of children with learning difficulties and takes into account children's IEP targets.
- Learning Support Assistants are used, where required, by the class teacher for the purpose of ensuring inclusion of pupils with learning needs or SEND.

10. Assessment and recording

- Assessment is made by observation by the teacher during lessons.
- Completed work is marked and commented on as necessary.
- Summary judgements are made at the end of units about the work of each child against the key objectives of the New National Curriculum.
- The co-ordinator will observe lessons and monitor end of unit assessments to monitor the standards across the school.

11. Resources

- All instruments are kept in the Music cupboards (including P-Buzzes, tuned and untuned percussion, guitars and the digital piano).
- School owns a range of CDs, topic books and audio equipment to develop pupils' engagement with music.
- Children's individual research and music making can be supported on the Internet and using programmes on laptops such as Audacity, Garage Band, Movie Maker, iMovie.
- Staff will use the school's extensive range of CDs and SingUp paid subscription to provide a range of singing opportunities for the whole school community.

12. Musical Events

- We provide all pupils the opportunity to perform in relevant whole- school events, applying their musical skills learnt in lessons as well as their own extra-curricular interests (e.g. 1:1 instrumental tuition).
- All pupils have the opportunity to attend the Orchestra Unwrapped concert in Leicester in order to develop their enjoyment and appreciation of live classical music and a full orchestra.
- Pupils will have the opportunity to perform at the Birmingham Young Voices concert on a four yearly cycle.
- We also provide the opportunity for weekly instrumental lessons: guitar, brass, piano, violin in addition to weekly whole-class lessons.

13. Whole class instrumental tuition.

- Pupils in Reception and Years 1 and 2 learn to play untuned percussion.
- Pupils in Year 3 and 4 learn to play the P-Buzzers, chime bars and hand bells.
- Pupils in Year 5 and 6 learn to play the steel pans.

14. Monitoring and review

- The Music co-ordinator monitors the standard of work and quality of music teaching throughout the school by observing lessons, scrutinising planning and end of unit assessment sheets.
- The music co-ordinator regularly liaises with external music teachers to monitor the provision across school.
- The Music co-ordinator supports colleagues and keeps informed of current developments in the subject and provides a direction for the subject in the school.
- The Music co-ordinator is responsible for giving the Headteacher regular reports of progress (including strengths and weaknesses) in the subject and indicating areas for improvement.