



## **Gedney Church End and Lutton St. Nicholas Federated Primary Schools**

### **Music Policy**

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## **Introduction**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It 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 the wider world. The teaching of music develops pupils' ability to listen to 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, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

## **Purpose of the Policy**

There are four main purposes to this policy:

1. to establish an entitlement for all pupils
2. to establish expectations for teachers of this subject
3. to promote continuity and coherence across the Federation
4. to state the Federation's approaches to this subject in order to promote public, and particularly parents' understanding of the curriculum

## **Expectations**

From September 2015, the government has introduced new expectations in respect of assessment that removes the requirement to report a level. Instead, pupils will be assessed against age-related expectations in all aspects of their learning. It is the expectation of federation staff that the majority of pupils will be performing at (Expected) or above (Exceeding) age-related expectations in music and that their proportion will increase over time.

## **Aims**

The Federation aims to:

1. foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising
2. enable all pupils to realise their individual creative potential and to express themselves through music
3. enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising
4. extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places
5. develop through music pupils' skills which contribute to learning across the curriculum

6. contribute to the community and the Federation's ethos of enrichment and inclusion

### **Strategy for Implementation**

Pupils will receive a broad and balanced curriculum in which sufficient time will be provided to teach music and to provide for progression in knowledge, skills and understanding.

All pupils will experience some planned class-based musical activity every week as detailed in the Federation's rolling programmes at Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Each unit of work for music will be designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Most units of work will include this range of activities.

Visiting performers will enrich the pupils' experience of music and it will be expected that at least one such performer will be booked per school per year.

Most pupils will have the opportunity to take part in recorder tuition, some will join teacher-led guitar clubs and choirs, and some will take part in instrumental tuition provided by Lincolnshire County Music Services.

The Federation schools may join together to have joint celebrations e.g. harvest, and so work together on a performance and be part of a larger group. This will be particularly relevant at Christmas.

### **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 un-tuned 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

### **Subject Content: Key Stage 2**

Pupils should be taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

- 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

### **Teaching and Learning**

Teachers will select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers will direct and develop pupils' skills in performing, which will involve working as a whole class, in smaller groups and individually.

Teachers will support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. As the pupils make progress, especially across Key Stage 2, they will develop their ideas individually or in small groups.

Teachers will use challenging questions in listening and appraising activities to generate wider discussion and debate.

### **Assessment and Recording**

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

### **Inclusion**

All pupils in the federation, regardless of ability, should have equal access to the music curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience music from many different cultures. We also recognise the contribution that music makes to the Unique British Values that all subjects will seek to promote.

## **The Curriculum**

The curriculum will be organised in units of work allocated on a 2 year rolling programme in Key Stage 1 and a 4 year rolling programme in Key Stage 2. In addition to this, opportunities to make and listen to music will be planned throughout the year. These will include a programme of themed music in collective worship, and visits from musicians and performers. Both schools also have access to tutors from the Lincolnshire Music Service who offer additional tuition and support to pupils on a large group, small group and individual basis.

## **Staffing**

Pupils may be taught music by their class teachers or by an identified Music specialist on the staff. Both schools employ teachers direct from Lincolnshire Music Service who work with pupils either on a project basis or through instrumental tuition. Pupils in receipt of the Pupil Premium Grant will receive this tuition free of charge but all other pupils will be charged at the county rate. And in-line with the Federation's Charging Policy.

## **Learning Resources**

A range of tuned and untuned percussion instruments will be available for use in music lessons. Electronic keyboards will be available for composition and performance. Recorders, of varying sizes, and tuition books will be provided by the Federation, as will some guitars and ukuleles.

- Portable CD players will be kept in each classroom
- A stock of Classical CDs, World Music CDs and Piano Music will be stored centrally
- The scheme of work for the music unit will be kept as a central resource
- Staff are also encouraged to use online resources, including YouTube, to ensure that children are exposed to a broad range of music and musical styles from around the world

## **Safe Practice**

The Federation has adopted the Health and Safety guidelines published by Lincolnshire Curriculum Services. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines will be provided for all teachers. Electrical equipment will be checked in line with the Federation's and Local Authority's procedures.

## **The Contribution of Music to Other Aspects of the Curriculum**

- **Literacy:** music and singing supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing, and poetry performance
- **Numeracy:** music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical description and graphical representation
- **Computing:** pupils will have opportunities to use tape recorders, CD players, keyboards and experience computer music recording software (Audacity)
- **History:** pupils will explore the musical traditions of historical periods contained within current medium term planning
- **Spiritual development:** in order to develop aesthetic awareness and an enjoyment of music, lessons will be planned to ensure that pupils receive satisfying and exciting musical experiences
- **Personal and social development:** the principles of personal and social development will be reinforced by songs with clear and positive messages

## **The Contribution of Music to the Development of Unique British Values**

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21<sup>st</sup> Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subject of Music can contribute to the development of these values in the following ways:

- Focusing on the lives of significant British musicians from history and the present day
- Understanding how Britain has been influenced by the musical traditions from other cultures and how we have also influenced music around the world

- Promoting tolerance and understanding of different cultures by learning about their musical traditions throughout history as well as contemporary musical styles
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places of musical significance including buildings, places and venues
- Helping pupils to understand the musical history of British culture and the important contribution made by different cultural groups both now and in the past
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including suppression, censorship, oppression, protest, propaganda and how many musical traditions and well-known songs have been developed/written as a response to repression
- How music is a universal language that can promote a sense of belonging and shared identity locally, nationally or internationally

### **Leadership and Management**

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Music. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

- Staff Meeting 1: Planning, continuity, progression and standards
- Staff Meeting 2: Resourcing, cross-curricular links
- Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

### **Monitoring and Evaluation**

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

### **Review**

This policy will be reviewed biennially in line with the Federation's policy review programme. The Head Teacher will be responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

**Signed by Head Teacher:**

**Ratified by Governors:**      October 2010

**Updated:**                              December 2015