



Music Policy

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**MAYESPARK PRIMARY SCHOOL**

**Music Policy**

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Music at Mayespark Primary School.

‘Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as literacy, numeracy and language.’ (DfE)

**Aims**

Our aim is to ensure that all children are taught the subject of Music as specified in the National Curriculum:

‘Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon’ (The National Curriculum 2013).

At Mayespark Primary School children will learn to:

• Develop their understanding and appreciation of a wide range of music.

• Acquire the knowledge, skills and understanding needed to compose, play, appraise and perform music.

• Develop enjoyment, imagination and creativity through music.

• Develop awareness, understanding and appreciation of the richness and diversity of music in world cultures, styles, times and historical periods.

• Develop opportunities for children to perform to the school and the wider community.

• Develop skills that can support learning in other areas. This includes listening skills, concentration, creativity and self-expression, intuition, perseverance, self-confidence and sensitivity towards others. It can also give children the opportunity to express feelings that cannot easily be put into words.

• Develop and extend their own interests.

**Teaching and Learning in Music**

At Mayespark, we use a variety of teaching and learning styles in our music lessons. The principal aim is to develop children’s knowledge, skills and understanding in music. Teachers ensure that children apply their knowledge and understanding when developing initial ideas individually both practically or through notation. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children’s ideas and treating these with respect. Children critically evaluate their own work and that of others. They also have the opportunity to use a wide range of musical instruments during their lessons.

**EYFS**

At Mayespark Primary School we teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. This is through the continuous provision as well as singing nursery rhymes with the children. Musical experiences contribute to a child’s personal and social development, mathematical ability as well as their knowledge and understanding of the world. Through these musical experiences children also further develop their communication and language skills. As part of the Early Years Foundation Stage National Curriculum, we relate the musical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs):

* To listen attentively, move to and talk about music, expressing their feelings and responses.
* To watch and talk about dance and performance art, expressing their feelings and responses.
* To sing in a group or on their own, increasingly matching the pitch and following the melody.
* To explore and engage in music making and dance, performing solo or in groups.

The wide range of musical experiences the children encounter in the Foundation Stage provides a good basis for future learning in music in Key Stages 1 and 2.

**Key Stages 1 and 2**

Key Stage One and Two use the National Curriculum and the Kapow scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

• Performing

• Listening

• Composing

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music which are; pulse, rhythm, duration, pitch, tempo, dynamics, timbre, texture, structure and notation.

**Specialist Music Tuition**

Children in Year 4 take part in **Whole Class Ensemble Teaching** where every child will learn to play a musical instrument. These musical lessons are delivered by a music specialist. They are on a weekly basis for half an academic year. As well as this, children have the opportunity to take part in peripatetic musical instrument lessons in small groups. This could be in woodwind, piano/keyboard and brass instruments.

Rocksteady band lessons are offered to all children from Reception to Year 6. Rocksteady lessons promote opportunities for children to work on their own as well as collaboratively with their peers.

A library of listening music is available for all members of staff to use and support all areas of the curriculum. This could range from music for PE lessons as well as music to inspire children during their writing lessons.

**Planning**

Music is a foundation subject in the National Curriculum. Our school uses both the National Curriculum and the Kapow scheme of work to support music lesson planning. Our long-term plan ensures an appropriate balance and distribution of work throughout the school. In addition, it highlights key concepts and vocabulary which the children will learn in each unit, these are built upon previous learning.

Links with other areas of the curriculum

English: Children are expected to use basic skills and show good levels of communication whilst recording or sharing their ideas during research and evaluating.

Maths: Talent in music is often linked with talent in mathematics as the rhythm and structure of music is mathematically based. Children who have instrumental lessons are observing patterns and processes.

Computing and E-Safety: ICT can be used to enhance the teaching of music, where appropriate, in all key stages. Children can listen to music on the internet and record their own compositions.

Relationship, social and health education (RSHE) and citizenship: Through the common goal of making music, children learn to work effectively with other people and to build good relationships. Music is the basis of many social activities and has an important role to play in the personal development of our children. It has a vital role to play in building self-confidence. Participation in musical performances in school or the wider community can often be one of the most memorable things our children will do at school.

P.E. (including dance): Music can be used in many P.E. activities, especially gymnastics and dance, as a stimulus for creative ideas. Dance lessons include the use of music for children to listen to and interpret through physical and expressive movements. Children might create their own musical compositions and recordings within music lessons and later add movements to these in dance lessons. It can also be effectively used in warm-up and cool-down activities

**Monitoring and Assessment**

In order to ensure that a high standard of teaching is taking place throughout music lessons at Mayespark, the subject leader will carry out drop-ins into all year groups. Planning is monitored to ascertain that each topic and concept is being taught in line with music’s long-term plans. Teachers are expected to record notes on distance marking sheets regarding pupils’ learning. These will also be monitored by the subject leader. The music subject leader will then provide feedback in line with Mayespark’s learning and teaching policy.

Mayespark recognises the importance of how children feel during their musical learning journey. Children from each year group are asked to provided feedback on their lessons in order for our pupil’s voice to be heard. This in-turn may impact any adaptions that may be required.

Each unit of work is planned and delivered with clearly defined learning outcomes which are shared with the pupils. Teachers assess the children’s knowledge, understanding and skills that they have gained across music units. This will be formally recorded in line with the school’s assessment policy. Children are encouraged to make judgements on their own progress and achievements as well as ways in which their work can be improved. Teachers will report to parents about the progress and effort children display in music in both the mid-year and end-of-year reports.

**Inclusion and Equal Opportunities**

Mayespark Primary School recognises the importance of inclusion, and the music curriculum ensures equal access to all pupils regardless of their ability, aptitude, race, religion, or gender. A wide range of gender specific and cultural images and contexts are shared with the children, and we will use these opportunities to challenge stereotypes. We are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in music lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the music curriculum. Teachers are aware of children who have a particular talent for music and aim to provide additional challenges for these children where appropriate.

**Resources**

Mayespark Primary School has a wide range of resources and musical instruments to support the teaching of music across the school. All teachers are provided with login details for the Kapow scheme of work. This not only supports planning but also provides teachers with support to deliver lessons. Teachers also have access to a music room which houses all instruments and provides a space where music lessons can be taught in an inspiring atmosphere.

**Health and Safety**

At Mayespark we take the health and safety of our children seriously and a general risk assessment is adhered to throughout the school day. Staff will ensure pupils have a tidy environment and enough space to work safely within and set high expectations of responsible behaviour in music lessons. It is the responsibility of the subject leader to pass on any relevant health and safety information to staff. It is the responsibility of the individual member of staff to ensure that they have read, understood and acted on this information.

We teach children how to follow procedures within their music lessons such as listening to instructions regarding how to handle instruments safely. This will be dependent on the type of instrument and age of children.

**Role of the Subject Leader:**

* To lead the development of music in the school
* To provide guidance on the teaching and learning of music in school
* To monitor the development of the music curriculum and give guidance on assessment, recording and reporting
* To order, organise and maintain music resources
* To keep up to date with local and national developments in music.