



THE  
ACORN FEDERATION  
LONG LANE CHURCH OF ENGLAND SCHOOL  
MARSTON MONTGOMERY SCHOOL

## Music Policy

Policy written – May 2020

To be reviewed – May 2023

## **Music Policy**

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Music at The Acorn Federation. It was developed through a process of consultation to fulfil the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum 2014 as a Foundation subject.

### **Broad Aims of the Music Curriculum**

The National Curriculum for Music aims to ensure that 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.

### **Principles of the Teaching and Learning of music**

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.

### **Music Curriculum Planning**

We use the New Primary Curriculum as the basis for all our music planning. The infant class follows a three year cycle of topics and the junior class follows a four year cycle so that all skills are covered in every academic year. Skills and Knowledge are linked to each topic where possible. Progression and differentiation is planned, to ensure that children are supported or challenged appropriately.

Teachers create a Medium Term Plan each half-term, which breaks down the Long Term Plan above into themes and questions. Short-term plans detail resources for individual lessons. Where possible, cross curricular links to the theme for the term are identified.

### **The Foundation Stage**

In the Foundation Stage, Music is taught as an integral part of topic work covered during the year and is related to the objectives set out in the Early Learning Goals (ELGs), which underpin curriculum planning for children aged three to five, e.g. as part of Exploring and Using Media and Materials or Listening and Attention.

### **Teaching Methods**

Teaching approaches are decided by individual teachers to reflect what a particular class or group of pupils need. Pupils will work within a class group, in small groups or individually. Activities may include:

- Teaching of music subject knowledge.
- Singing and playing instruments, e.g. as part of Collective Worship, Church Services, the annual Leavers' Service.
- Individual exploration and creativity (composition).

- Research and exploration from topic books and the internet.
- ICT opportunities, e.g. Powerpoint presentations to support research on composers, Word documents, sound recording on ipads, etc.
- Specialist music teachers visiting school, e.g. for a stand-alone lesson or a series of weekly lessons.
- Opportunities to work with others, encouraging pupils to evaluate the contributions made by themselves and others.

All of these activities can develop skills including communication, e.g. vocabulary, listening & concentration, artwork and ICT. They also provide links with Social, Moral, Spiritual and Cultural development. In addition, music can introduce opportunities for appreciation of cultural diversity and other equal opportunity based issues. Gross and fine motor control may be enhanced through the playing of instruments.

Pupils will be encouraged to perform to peers, staff and parents and, where possible, to a wider audience. External providers will be used where possible to provide expert tuition, e.g. to Year 3 pupils and those who wish to learn other instruments.

### **Special Educational Needs**

Pupils with special needs have the same entitlement as any other pupils. As part of the planning process above, teachers ensure that the Music curriculum meets the needs of all pupils, through differentiation of teaching methods and strategies, e.g. adapting tasks, changing outcomes, adapting resources (e.g. by recording or using “scaffolded” resources or providing adult support. SEN children should be given the opportunity to demonstrate what they know and can do.

### **Equal Opportunities**

All children will be given access to all learning in school irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Music.

### **Assessment and Recording**

By the end of each key stage, pupils are expected to know, apply and understand the skills, knowledge and processes specified in the relevant programme of study for Music. Subject Content is detailed in the relevant section of the National Curriculum for both Key Stage 1 and 2. To judge that a pupil is working at these standards in music, teachers will use the school’s Skill and Knowledge grid, using evidence from a variety of sources, to assess children against these outcomes. This will provide a record of these judgements and will determine whether the child has met the Expected Standard for that unit. Teachers may use this information to inform future planning and also to inform parents of children’s progress. Examples of sources of assessment may include written work, discussions, questioning, ICT evidence, photographs and observations of pupils.

### **Resources**

Resources are kept in classrooms and storage areas in each school. This includes, books, CD-ROMs and DVDs, teacher resources such as Music Express and percussion instruments. Online subscriptions, e.g. Fischy Music, may also form part of music

### **Subject Coordinators role**

- To take the lead in policy development.
- To take the lead in implementing the New Primary Curriculum topic areas to ensure progression and continuity across the school.

- To support colleagues, where necessary, in the development of lesson plans and the implementation of units of work.
- To support colleagues in assessment and record keeping.
- To monitor progress in Music and advise the Head Teacher on any action needed.
- To take responsibility for the purchase and organisation of resources for Music.
- To keep up to date with developments in Music Education and keep colleagues up to date as appropriate.

### **Health and Safety**

When planning a visit related to music, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied.
- Observe Local Authority guidelines.

The Coordinator will review this policy on a 3 yearly basis.