



Music Policy

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Introduction

Music is a powerful means of communication and is one of the highest forms of creativity.

It brings children together and creates opportunities to work with one another using a universal language. It is an art that can be practiced, appreciated and enjoyed at many levels.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

Additionally, 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.

It is a creative and fun activity but can also be a highly challenging subject.

It is our aim that all children in the Acorn Federation experience a high-quality, inspiring music education which instils a life-long enjoyment and appreciation for music.

Aims

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

In the Acorn Federation we also aim to:

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop children's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and negotiating skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the children's musical experiences.

Planning and organisation

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critic the quality of music.

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching in the Acorn Federation. These apply to learning and teaching in Music as well as every other curriculum subject area.

Music is taught through the Charanga scheme and is linked to particular themes throughout the year.

A progression of lessons will be planned over a five- or six-week blocked unit of work that is taught over a half term.

The short-term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work and detailed plans are accessed through a log in portal on Charanga.

Teaching and Learning

In the Acorn Federation we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Pupils are taught musical notation and how to compose music.

Within each music session there will be the following elements:

- a) A clear structure of learning which is used by both the teacher and the children to assess the lesson's work;
- b) A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
- c) The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- d) The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Enhancement

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Whole school singing lessons take place during a weekly assembly.

Assessment and Record Keeping (also see Assessment Policy)

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

The first and last lesson in each unit is filmed to ensure teachers can assess the children progress.

Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Equal Opportunities (see also Equal Opportunities Policy)

The Acorn Federation will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to music and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

The role of the subject leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.

The Subject Leader has regular discussions with staff about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

Inclusion

In the Acorn Federation we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Monitoring and review

The Head teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.