

## Music

**Date:**

April 2018

**Review Date:**

April 2019

Music is at the heart of our school and we believe it is key in promoting pupils' spiritual, moral, social and cultural development. At SMSP, through the teaching of music, we provide opportunities for all pupils to express ideas and feelings by performing, listening to, appraising and composing music.

By linking Music with all areas of the National Curriculum from the earliest stages in Reception, through to the end of Key Stage 2, pupils develop their confidence, creativity and expand their understanding of different cultures and traditions. Beyond the classroom, Music thrives through a variety of musical ensembles, choirs and extra-curricular clubs. Here, we encourage pupils of all abilities to aspire to become excellent performers, work collaboratively, make good progress and gain an enriched experience of music as it permeates through all aspects of life.

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school including Music. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbor as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St. Mary's & St. Peter's school fully recognizes its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our Music Policy is one of a range of documents which sets out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

### Aims

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 play musical instruments, 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.

### Objectives

- To provide opportunities to express ideas and feelings by performing, listening to, appraising and composing music.
- To ensure pupils have an understanding of the key 'Elements' of music.
- To provide activities that develop musical concepts and skills, ensuring that all children can continue to develop from their different musical backgrounds.
- To broaden understanding and appreciation of a wide variety of styles of music from a range of eras, cultures, and traditions.
- To foster a love of music and an appreciation of the enjoyment it can bring in its many forms.
- To provide a range of extra-curricular activities.

## **Learning and Teaching Guidelines**

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

Music in the Foundation Stage is incorporated into the Early Learning Goal for Creative Development. Children undertake play activities with untuned and tuned percussion instruments. Class and group singing sessions provide an important part of pupils' developmental activities.

At Key Stage One and Key Stage Two, pupils follow the National Curriculum for music.

Lessons all have clear learning objectives which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity, and what outcomes the teacher is looking for in their work.

In the classroom, teachers use a range of learning and teaching styles, incorporating individual, pair, group and whole-class work into lessons. Much of the work is of necessity practical, and covers the composing, appreciation and performing aspects of the National Curriculum. Types of performances vary from informal presentations within a music lesson, to taking part in whole school, or borough-wide concerts.

As some pupils have additional music tuition outside of school, there can be a wide variation in pupils' personal objectives in order to ensure the progression of skills. Teachers will consider this when lesson-planning in order to most benefit these students.

## **Curriculum Planning**

This is organized in three stages:

**Long Term Planning** is based on the National Curriculum for Music which details what is to be taught over the Key Stages and provides the topic basis for planning Music activities for each year group. This is undertaken by the Music coordinator and is monitored regularly and evaluated annually. Each year group has a Music File, organized by the music-coordinator that outlines long-term plans. There is progression in each skills area from one year to the next ensuring pupils develop their knowledge exponentially and in context year on year.

**Medium Term Planning** takes the long term plan and organizes the teaching of Music into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning has been developed by the music-coordinator. It also ensures a balanced distribution of work is undertaken across each term.

**Short Term Planning** details the Music activities that take place over one week. Weekly plans are created from the medium term plan, responding to the needs of pupils by planning detailed lessons with specific class objectives. Individual learning goals might also be set for pupils in some lessons. Teachers collaborate on the planning of Music to ensure parity in provision and to share expertise. Teachers make clear in their plans how they intend to utilize the variety of resources we have in school in order to best support the children's' learning.

## **Monitoring and assessment**

The music curriculum is monitored on a regular basis by the music coordinator, who examines pupils' work, monitors classroom practice and planning and ensures equal entitlement for all pupils across the school.

The music coordinator identifies the training needs of the staff and plans the training programmes. The music coordinator also attends subject-specific training run by the local authority and other providers.

Whilst there is no legal requirement for assessment in Music, the music coordinator requests that ongoing assessment is carried out and moderated to notice trends, gaps and to personalize learning for pupils.

These assessments are recorded on a weekly basis, noticing whether pupils are achieving, exceeding or working towards the required standard for a specific learning objective. They are formative assessments

## SMSP

which are ongoing and identify the needs of individual pupils. This type of assessment happens incidentally during music lessons as teachers observe the children.

At the end of each term and each academic year alike, teachers review pupils' weekly assessments to create an overview of each pupil's overall achievement across the units of teaching that year. A statement most relevant to each child's ability and progress in Music over the year is then created.

Copies of all assessments are saved and then transferred into each class's data file which is then retained in order to monitor progress over the next year.

In addition, termly concerts are held in class as a platform for pupils to share their own extra-curricular learning with their peers and teacher. Teachers have the opportunity to spot children who may have a 'hidden talent' or to identify if a pupil may be 'Gifted and Talented' and discuss provision for these pupils with the music coordinator.

### Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organization. (See Learning and Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often during the lessons. The Local Authority Psychological service (EPS) is called upon to provide guidance on the forms of assistance given by the support workers, and in some cases the EPS provides tutors who visit the school to support pupils with specific learning difficulties that can affect music, such as dyspraxia or deafness.

### Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	