



The  
Boleyn  
Trust



**Cleves**  
PRIMARY SCHOOL

# Music Policy

Policy Creation and Review	
Author(s)	<b>Boleyn Trust Governing Body</b>
Last Review Date	<b>1<sup>st</sup> September 2020</b>
Ratified by Governing Body	<b>30<sup>th</sup> September 2020</b>
Next Review Date	<b>1<sup>st</sup> September 2022</b>

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## 1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. 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. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The aims of music teaching are to enable children to:

### **Key Stage One**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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 interrelated dimensions of music

### **Key Stage Two**

- 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 interrelated 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

## 2 Teaching and learning style

2.1 At Cleves Primary School 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. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. 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. We also teach them musical notation and how to compose music.

- 2.2** 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 common tasks which are open-ended and can 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 of different complexity depending on the ability of the child;
  - using classroom assistants to support the work of individuals or groups of children

### **3 Additional music teaching**

- 3.1** Children are offered the opportunity to study a musical instrument with peripatetic tutors. Peripatetic music tuition is organised by the Every Child's A Musician (ECAM) and Newham Music - Cleves has chosen to participate in these programmes. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during lunch time and/or afterschool.

### **4 Music curriculum planning**

- 4.1** Our school uses the National Curriculum programme of study for music as the basis for its curriculum planning. We have adapted the scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.
- 4.2** We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.
- 4.3** The medium-term plans, which we have adopted from the national Curriculum, give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.
- 4.4** The class teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

## **5 Foundation Stage**

- 5.1** We teach music in our reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

## **6 Teaching music to children with special educational needs**

- 6.1** At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3** Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.
- 6.4** We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment and recording**

- 7.1** Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records these grades on Pupil Tracker. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.
- 7.2** The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.
- 7.3** Within Upper Key Stage Two, when the peripatetic tutors feel they are ready, the

pupils also get the opportunity to sit external accredited exams (Performance Awards and Grade Examinations' with a qualified assessor from ECAM) . This is then moderated by the University of West London. If Successful the pupils are awarded a Graded Examination Certification with either a pass, merit or distinction.

## **8 Resources**

- 8.1** There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

## **9 The school choir/orchestra and musical events**

- 9.1** We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert.
- 9.2** When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble.

## **10 Monitoring and review**

- 10.1** The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.