



The Meadow Community Primary School and Pre-School

Music Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	<p>At The Meadow, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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.
<u>Objectives</u>	<p>All teachers implement the Music Framework to:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding • Teach key skills • Provide a broad range of musical experiences including; performing, composing, listening and appraising • Incorporate technology where appropriate
<u>Curriculum content</u>	<p>In Key Stage 1, pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 inter-related dimensions of music. <p>In Key Stage 2, pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 inter-related 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.
<u>Scheme of work</u>	<p>In FS, music is part of Expressive Arts and Design. It is taught through discreet sessions (e.g. Sing and Sign) as well as through continuous provision where pupils are given access to a range of musical instruments to experiment with.</p> <p>In KS1, pupils begin by recapping their knowledge of nursery rhymes taught in FS incorporating untuned, percussive musical instruments where appropriate. They investigate and experiment with sounds and scores through the use of our purchased scheme Music Express</p>



	<p>and widen their knowledge of musical history and genres through BBC Schools Radio programmes.</p> <p>In KS2, pupils focus on historical periods of music linked to history topics covered in that year group and also link the music of a specific culture to a geography topic covered too. They focus on the history of music in the following sequence, looking at famous composers of that era:</p> <p>Y3: Baroque Y4: Classical Y5: Romantic Y6: Modern</p> <p>In Lower KS2, pupils use Espresso Music and iPads to create compositions before learning how to play Boomwhackers. In Upper KS2, pupils focus on acapella compositions, Garage Band and recorders. At the end of each year, pupils focus on creating compositions using all elements taught within that year.</p> <p>Pupils are expected to take part in musical performances at various times throughout the year to showcase and develop their musical ability too.</p> <p>FS: Christmas nativity KS1: Christmas production KS2: Carol concert Y6: End of year performance</p>
<p><u>Planning and Teaching</u> Including:-</p> <ul style="list-style-type: none"> • inclusion for SEND • opportunities for Gifted, Talented and More Able children 	<ul style="list-style-type: none"> • Differentiated experiences in relation to age and/or ability, either through task or outcome is fundamental to all planning. • Records are kept where appropriate, for purposes of planning, assessing and the development of common standards. • Appropriate planning is made for special needs, including the most gifted, through additional support, appropriate resources, access to activities and work from higher/lower music key stages. • Enrichment experiences are offered in music across all age ranges and funding is available for pupil premium to further develop their music ability wherever possible. • Teachers/LSA's direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually. • Different learning environments are made available such as the use of technology as an aid to learning. • Monitoring is carried out by the curriculum leader for music.
<p><u>Assessment, Recording and Reporting</u></p>	<p>Children's work is valued through regular performance and constructive feedback by both staff and pupils. Also, through recording and performing their compositions. Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment will inform planning, allowing the correct level of work being matched to the needs of the pupils, therefore ensuring progress. Teacher assessments can be gathered by observing the work and giving verbal feedback.</p> <p>Children's results are shared with parents in parents evening and in their end of year reports.</p>
<p><u>Professional Development</u></p>	<ul style="list-style-type: none"> • The curriculum leader attends any relevant courses as they arise. Information is then passed onto staff where appropriate. • Staff have opportunities to attend training whenever possible. Feedback from training is given at staff meetings. • Staff are kept up to date with current requirements and other issues.
<p><u>Monitoring and Evaluation</u></p>	<p>Teaching and Standards are monitored through:</p> <ul style="list-style-type: none"> • Staff training and INSETS • Review of planning by the curriculum leader each year • Pupil interviews <p>Resources are checked annually and ordered as the need arises.</p>

<u>Multi-cultural opportunities and awareness of 'British Values'</u>	British values are an important factor in the teaching of music. This is evident through the range of cultures and historical periods that are studied during music lessons. This encourages the children to learn more about different cultures and historical periods from around the world and take a keen interest in instruments that they may have otherwise never heard of. The children are therefore taught to respect and value difference between different countries, cultures and groups of people.
<u>Additional arrangements for children in receipt of 'Pupil Premium'</u>	For the pupil premium children that are interested in developing their music skills, instrumental lessons are provided. Enrichment activities are also arranged wherever possible to further develop their love of music.
<u>Health and Safety (including e-safety and safeguarding, if applicable)</u>	<ul style="list-style-type: none"> • To maintain hygiene, mouth pieces/reeds must not be shared and recorders must be cleaned with wipes or preferably the child's own in supplied. • When storing/moving instruments children must be shown how to safely move and store instruments, including correctly folding the music stands. • The piano must not be moved by children or non-trained adults. • Electrical instruments must be plugged in or out by the peripatetic music teacher or by a responsible adult. • For 'static' instruments such as a keyboard, the wires/leads need to be situated where no child or adult can trip on them. • For more portable electrical instruments such as electric guitar every care must be taken to ensure nobody can trip over trailing leads.
<u>Resources and displays</u>	<ul style="list-style-type: none"> • Music resources are generally managed by the curriculum leader, who is also responsible for replacing and ordering new equipment. • Planning and delivery of lessons is aided by a variety of resources. • Music Express, Espresso, Twinkl and BBC Schools Radio schemes are used as an aid throughout the key stages. • Technology both in the classroom and in the computing suite is used as an aid. Pupils have opportunities to use music based software and relevant websites. Sets of iPads are used to enhance learning. Audio-visual equipment is available as a resource. • Resources are predominantly kept in the small hall, 5H and Foundation Stage.
<u>Partnership with parents/carers</u>	Children are involved in concerts, productions and assemblies supported by the school parents throughout the year. Enrichment activities engage parents wherever possible too.
<u>Partnership with other agencies</u>	<ul style="list-style-type: none"> • Leicestershire hub • St Thomas' Church South Wigston • Upstage lighting
<u>Other</u>	Children are encouraged to share their skills that they have acquired outside of school, with relation to music, with children inside school.