



# Music Policy

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**January 2017**

Approved by GB: March 2017

Next review due: February 2020

## Introduction

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Music contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum. This policy will form the basis upon which we map out the guidance for Music at Key Stage 2. It will outline the purpose, nature and management of how music is taught and learned in our school and will inform new teachers of expectations.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the policy via the school's server on the Teacher's Drive. Parents can view the policy on the school's website.

## Aims and objectives

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It is the aim of this policy that the needs of all children are met so they can reach their full potential in Music and enhance their understanding of related subjects such as Dance. They should be enabled to grow in their awareness of Music and the ground should be laid for the further development of their skills in the future.

Music is a unique way of communicating that can inspire and motivate children. At Churchfields, staff members encourage children to be creative, imaginative and responsive to it. Music provides opportunity for personal expression and it can play an important part in the personal development of an individual. As Music reflects our culture and society, the teaching and learning of it enables children to better understand the world in which they live. It is also important in helping children to feel that they are part of a community.

Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also one which complements and supports other areas of the curriculum. Amongst other skills, it is known to improve children's memory, concentration, co-ordination and confidence.

At Churchfields, we provide many opportunities for children to experiment for themselves and contribute to the musical life of the school. All children are involved in regular public performances which enhance self esteem.

## Curriculum organisation

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The Music National Curriculum is delivered through the activities of Performing, Listening, Appraising and Composing. The scheme of work seeks to provide a balanced programme that ensures the children progress from year to year.

For well over ten years now, all children in Year 3 have received a portion of their Music entitlement in the form of recorder tuition. In this way all children have the chance to learn a musical instrument. This is something we have always considered important in our school. As a result, the standard of recorder playing has risen. Children are actively encouraged to read music as well as playing by ear and from memory.

Children are taught by their class teacher and for part of each year with the support of a Specialist Music Teacher. Music is taught as a discrete subject but also provides strong links to other areas of the curriculum, particularly through singing and composition.

The emphasis is upon Performing, Composing, Listening and Appraising. Through the activities, pupils develop their skills as performers and as informed members of an audience. Using a range of instruments, children experiment with the framework of the Scheme of Work and links are made between this and pupils' previous or parallel musical experience, ensuring progression. Pupils may work as a class, in groups or individually in these lessons.

Listening to recorded music is an important aspect of every lesson. Pupils are introduced to a wide range of music, including Early and World Music. As times the music selected may take topics into account, but musical progress is paramount. For a part of Year 6, pupils use the ICT programme 'Music Maestro' to improve their understanding of music theory and develop their listening skills. They have chances to compose using the same programme and various internet websites. Throughout Years 4, 5 and 6, children are taught about major composers and significant historical periods in music (eg: baroque). They also learn about music from other cultures.

National Curriculum Music offers opportunities for performance and pupils are encouraged to present their work with an audience in mind. Other children, who are the audience, are encouraged to listen attentively with consideration for

performers. Compositions may be recorded and performed in class, in assembly or as part of other performances for children and parents. Sometimes the children compose music for dance work. Alternating between dancing and playing improves the quality of the music.

Children in all year groups sing weekly for half an hour in 'Big Sing'. This is organised in two sessions, one for the Lower School and one for the Upper School. Songs are sung in unison and in parts and become more challenging in the Upper School. Songs are practised for assembly, concerts and just for fun. Some un-tuned percussion is often used, children clap and sing back rhythms, and develop their ear for music.

## Teaching and Learning

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Our children are given as much practical experience of music as possible, backed up by factual, informative teaching.

The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising.

We provide all pupils, particularly the least able, with a supportive atmosphere in which to develop their music skills.

We offer learning opportunities that build on pupils' previous experiences. Children can link their experiences of composition to those listening to recorded or live music and learn with confidence and curiosity about the music of various ages and origins.

Our pupils see themselves as 'whole musicians': composers, performers and informed listeners. Children who already receive more formal instrumental tuition, often from peripatetic staff at school, are happy to improvise and compose using their instrument, or any other instruments.

## The enrichment of the curriculum is developed through:

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Drumming occurs in Year 4 through the Wider Opportunities programme. Every child has an opportunity to play a range of African drums, culminating in a performance.

Recorder Clubs for children in Years 4, 5 and 6 who are particularly keen to develop their recorder playing. In Years 5 and 6 they may join the Senior Recorder Group. This often gives them the chance to play the larger treble and tenor recorders. They join in with the Redbridge Recorder Festival each year and the East London and Stratford Music Festival.

Those who enjoy singing may be challenged further by joining one of our two choirs. Children perform in school concerts, at the Royal Albert Hall in the biannual Redbridge Choral Festival, the Redbridge Schools' Festival and the Stratford Music Festival. We take up many other unique musical opportunities for the children, for instance performing at the Royal Festival Hall and a video conference with the Manhattan School of Music.

Instrumental Lessons / Orchestra - Children who wish to learn orchestral instruments may be taught by the visiting peripatetic music teachers. Many pupils benefit from these lessons, which take place during the school day. Using pupil premium funding we actively encourage all FSM children to have free instrument lessons and free instrument hire. When they have been learning their instrument for about a year they join the school orchestra and play at various important school functions and concerts.

Children who play an instrument are encouraged to share their progress with their class and if possible given an opportunity to demonstrate how their instrument works.

## Roles and responsibilities of the subject leader

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- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;

- to monitor and evaluate the effectiveness of Music teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the Music budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- To review regularly the contribution made by Music to a meaningful curriculum.

## Equal Opportunities and Inclusion

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Music plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys in music. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

Opportunities for music making and performing in public are made available to all, on occasions such as Big Sing, concerts and special celebrations. These help to develop feelings of self-worth and identity.

Using pupil premium we actively encourage FSM pupils to learn an instrument and we provide free tuition and free instrument hire.

## Assessment, Attainment and Progress

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Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

## Assessment, Recording and Reporting

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Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Music leader monitors teaching and progress in Music by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- assessing work and progress;
- Observing lessons.

## Resources

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There is a large selection of instruments and a dedicated room for music. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in musical activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments and by replacing them safely after use. The class teacher should report damage to instruments to the Music Leader as soon as possible.

## Review

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This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years. Parents are most welcome to view copies of this document on the school's website and comments are invited from anyone involved in the life of the school.