



Tunbury Primary School

MUSIC POLICY

This policy reflects Tunbury Primary School's values and philosophy to the teaching and learning of Music.

Purpose of study

A high-quality Music education encourages a love of music that can last a lifetime. Music stimulates complex thinking which requires high levels of precision, demands commitment and imaginative decision making. It is a powerful medium for communication between people of all ages, cultures and social backgrounds. Successful participation in Music develops pupil's self esteem, confidence and learning skills. It is also an effective medium for self-expression, enhances co-operative working and promotes a sense of community.

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 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.

➤ **Key Stage 1:**

Pupils should be taught to:

- 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.

➤ **Key Stage 2:**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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.

➤ **EYFS:**

Children working in EYFS work towards their Early Learning Goals. The two goals which link in particularly with music are:

- **exploring and using media and materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- **being imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Teaching and Learning Styles:

The expectations are that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Tunbury Primary School we utilise many learning and teaching styles. Music will be taught through themed based lessons alongside and within other curriculum subjects, e.g, Literacy, History and Geography, as well as in discrete Music lessons.

Pupils will be engaged in a variety of activities based around the development of their Musical knowledge and their performing skills.

Pupils should be given the opportunity to:

- Listen to a variety of music styles
- Sing!
- Play a variety of instruments
- Compose music of their own
- Review pieces of music
- Use notation
- make cross curricular links
- develop their skills

Music planning:

Music is planned for in year group teams and is cross curricular where appropriate. In EYFS, Music is linked to topics although the children have access to instruments during their Free Flow sessions to stimulate and enrich their learning and investigation. Termly planning should follow the long term overview for the year group and should ensure that the *Focus Key Assessment Criteria: Being a Musician*, are all covered within this planning. Short term planning should be maintained in planning folders, with annotations to identify progress on individual lesson plans.

Assessment and recording:

Summative assessment is the basis for assessment in Music. Teachers will make observations, take photos and record performances. Some of these may even be seen on classroom displays or in class assemblies.

When evaluating planning, it is important to assess the lesson according to the Learning Intention and to indicate to the children whether they have used the success criteria to achieve this (this could be done with the whole class). A follow on/next steps question or comment should be given to children where appropriate.

Resources:

Resources are held in the Small Hall and also in the Music room in the wooden cupboards above the sink. When finished with, resources should be placed back here to allow other year groups access to the resources.

Equal opportunities:

All children must have regular access to Music appropriate to their age and stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities.

Work must be differentiated to aid children's learning. We use a range of strategies to support pupils. A few of these, particularly relevant to Music are:

- Working in small focused groups.
- The use of specific instruments.
- The use of peripatetic teachers.
- Provision of key vocabulary specific to the learning.
- Cross curricular sessions to further embed learning.
- Bespoke planning.
- Different levels of questioning for pupils

In addition, gifted and talented children should be given open-ended tasks to allow them to build on their Musical skills and further develop them in appropriate ways.

We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Community Links:

Community links at Tunbury school are encourage through twice yearly concerts, visits to the local church at special times of year and the involvement of Peripatetic teachers at the school. These links are important to the school as it ensures the continuation of a high standard of Music is provided at the school and gives the children the opportunity to perform.

Monitoring and review:

The Music subject leader and class teacher is responsible for monitoring the standards of the children's work and the quality of teaching in Music.

The subject leader is responsible for supporting colleagues in the teaching of Music, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Music subject leader will maintain a monitoring programme to assess Music standards across the school, for all year groups and will relay findings back in writing where appropriate.

Written October 2017