

Vernon Primary School



Music Policy



The intent of the Music curriculum at Vernon Primary School is to provide every pupil with:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
 - A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
 - A passion for and commitment to a diverse range of musical activities.

Introduction

This document is based upon the practice within our school and has been written to reflect the changes to the National Curriculum 2014. It provides a current picture of our aims, objectives, planning strategies and teaching methods. This policy reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

Philosophy

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps people understand themselves and relate to others. It forges important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims & Objectives

At Vernon Primary we aim to develop an understanding of Musical Concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate with enjoyment in the activities of:

- **Performing**
- **Composing**
- **Listening**
- **Appraising**

Through these activities children will develop an understanding of the following musical concepts:

- **Pitch**
- **Duration**
- **Dynamics**
- **Tempo**
- **Timbre**
- **Texture**

Teaching and Learning

Teaching staff at Vernon Primary School are fully committed to using the National Curriculum 2014 in order to implement the planning of Music. The staff use their creativity and pupil enthusiasm to deliver inspiring activities based around termly themes. We

recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering Music lessons. We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Tasks are differentiated both by outcome and design, and group structures may be of ability, mixed abilities, age or friendship.

A whole school singing assembly takes place every week, during which the children learn and practise singing techniques and a wide range of songs. These are often linked with the week's assembly theme, the current season or time of year where possible.

All classes often take part in informal singing sessions using the class teachers' experience, ideas and activities and the "Sing Up" scheme.

In addition to this the children in Foundation Stage take part in frequent singing and rhyme activities to further enhance activities.

Planning

Music planning is based on the National Curriculum 2014, using the 'Essentials' milestones as a reference point for progression in Years One to Six; plans for Reception are based on the 'Early Learning Goals' with Music taught under the area of 'Expressive Arts and Design'. All teachers are involved in the planning of Music. Plans are then monitored by the Head teacher, Assistant Head teachers, SLT and the subject leader.

- The curriculum map for each year group identifies the music units to be covered in each term and ensures an appropriate balance and distribution of work in Years One to Six.
- The holistic overview for each year group provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The Music subject leader reviews these plans on a regular basis.
- Teachers may write individual lesson plans detailing specific learning objectives and outcomes and outlining how the lesson will be taught.

Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which may inform future planning.

Monitoring and Evaluation

This is carried out by the Music Subject Leader, across all Key Stages and includes:

- Reviews of teacher's planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Monitoring of pupil work and performance by talking to children about their learning.
- Observation of teaching and learning during music lessons.
- Moderation of any written, pictorial or recorded work.
- Staff meetings and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of link governors in development of the subject.

- Evaluation of extra-curricular activities, e.g. choir, music festivals, musical events in the wider community.

Pupil Assessment

Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a pupil's records, parent discussions and annual reports.

Pupils' achievements are recorded, if appropriate, and are kept in class files and progression will be shown in study books.

Planning for Inclusion

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum.

The needs of the musically gifted and the less able are recognised and met through:

- Differentiated questioning
- Differentiated tasks set
- Appropriate grouping during the delivery of music lessons. This applies particularly to composing tasks and performances,

Additional Opportunities

- Peripatetic staff teach lessons weekly to children who request them. Currently children are learning to play piano, guitar, ukulele, drums, clarinet, violin, cello, brass and voice.
- The children that learn an instrument in and out of school and those in the choir are encouraged to share their learning by performing in assemblies and sometimes producing a special assembly for the rest of the school which in some cases parents attend.
- A choir runs throughout the year.
- The choir take part in a number of choral events throughout the year and entertain in the local community.
- A KS2 Samba club is provided by the peripatetic drumming teacher.
- We use the whole school's skills to perform in the Christmas Productions; singing and playing instruments and Year six showcase their leavers assembly.

Resources

The school is equipped with a large number of tuned and untuned percussion instruments which are stored centrally on two trolleys that can be used to transport them around school safely. The 'Sing Up' resource has also been provided for teachers to aid them in their teaching through the provision of over 600 songs.

The music Subject Leader is responsible for the acquisition, allocation and maintenance of resources but all staff are encouraged to care for them.

An audit of resources is carried out annually to identify any gaps but staff can request resources at any time.

Responsibilities

The Role of the Subject Leader:

- Monitoring the teaching and learning of Music throughout the school
- Supporting colleagues in the teaching of Music and informing them about current developments in the subject
- Ensuring resources are relevant and up to date
- Monitoring and reviewing the targets outlined in the Music action plan
- Ensuring the professional development needs of staff when and where necessary.

The role of the Class Teacher:

- To provide opportunities for children to develop their musical knowledge
- To plan exciting, stimulating lessons to foster a love of the subject
- To ensure all children can fully access and engage with the lessons
- To evaluate planning
- To identify CPD needs and attend training sessions.

Parent/Carer Involvement:

- Parents/Carers are invited into school three times each year to share their child's work and discuss progress
- Parents/Carers are invited to an Open Evening in the summer term
- Parents/Carers are welcomed into school to work within the classroom.

Monitoring and Review:

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Katy Swan

Subject Leader for Music

Policy date – November 2018

Review Date – November 2021

Ratified by Governors – November 2018