



Music Policy 2020

St. Michael in the Hamlet Primary School

Intent

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

Aims

- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- To offer opportunities to **perform, compose, listen and appraise.**

Implementation

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create Musical patterns and will be shown how to explore, select and organise Musical ideas, recording these in a variety of ways, (e.g. pictorial score, film or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about Music, using Music, dance, expressive language and Musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations). They will learn that time and place can influence the way Music is created, performed and heard, that Music is produced in different ways and is described through invented and standard notations.

Approach

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g. Literacy, Early Years, Maths, Physical and Creative development.
- As well as Music lessons in class, whole school singing sessions take place weekly across KS1 and KS2 during assemblies. Singing in EYFS happens daily and Reception will take part in whole school singing during the summer term when they begin to join in assemblies.
- Pupils are given the opportunity to listen to a range of Music through various in and out of school opportunities.
- Performances take place within various school activities and are integral to the school ethos.
- The Headteacher leads regular whole school assemblies which include song learning and Music appreciation.
- Instrumental groups will be encouraged to perform at concerts throughout the year. Performances will be recorded through film or photography and shared on the school website and Twitter.
- There will be an annual music event for children to perform instrumental and vocal music.
- Charanga to be used regularly throughout the school and is able to be used as part of PPA provision. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.
- Charanga can be supplemented by the subject leaders and the teacher's own input to match and complement our Creative Curriculum. The scheme also provides the

We are

Safe, Motivational, Inclusive, a Team and Happy



- necessary details, activities, accompaniments and recordings to support our Music teaching.
- Music Skills and skills progression are monitored.
- Children will have access to listen and appraise all genres of music through streaming music online.
- Enrichment opportunities will be spread across and ensured children receive a form of music enrichment within each stage of school: EYFS, KS1 and KS2.

Differentiation

- Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example, singing clubs, music tuition, instrumental performances in Assembly.
- Peripatetic teachers are used to teach brass, violin and drums using both independent teachers and Resonate Music Service.
- Classes will be given the opportunity to respond to National initiatives e.g. Wider Opportunities – Year 4 Brass teaching.
- Pupils experiencing difficulties can be given extra encouragement by working in small groups with the teacher or with a more musically able child.

Resources

- We have a range of Music equipment and resources that can be moved around the school.
- There are a number of tuned instruments .
- We have a piano in the hall and a keyboard available
- Two drum kits are available.
- All staff have access to stream music online.
- Access to Charanga resources for all staff.

Impact

Assessment will form an integral part of the teaching and learning of Music. This will be done by observing children working and performing, by listening to their responses and by examining work produced.

Class teachers will also use Balance as a tool for on-going formative assessment throughout the academic year.

Regular feedback is given from peripatetic teachers on the progress of pupils receiving their tuition.

Roles and Responsibilities

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The Music Subject Leader:

The Music Subject Leader will follow the guidance set out in the stages of subject leadership document.

The Class Teacher:

The Class Teacher will be responsible for the teaching of Music as set out in this policy.

Review: Autumn 2020

Next review: Autumn 2021

