



Lympstone C of E Primary School Music Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Music Policy Statement

This policy is intended to provide clear guidance for the delivery of the Music curriculum Through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in The National Curriculum 2014. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to musical experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (Progression of skills)

The broad aims of music education are set out within The National Curriculum 2014. The purpose of music education in our school is to promote musical creativity. By this, we mean that pupils are engaged with and are inspired to develop a love of music.

The aims of music education are to enable pupils to:

- 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.

Curriculum (how)

The curriculum for music is designed to ensure that a love of music lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between being creative musicians, listening to the best musical canon, singing, playing musical instruments and using technology with music and talking about music using appropriate vocabulary and language.

In accordance with the structure of The National Curriculum we have agreed that:

- At KS 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.
- At KS 2 pupils 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.

Music is taught weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional Music focus days, trips and visitors.

The use of the IWB resource *Charanga* particularly supports the development of the music curriculum.

Teaching Music

Music uses a creative approach to learning. Lessons include times to sing, speak chants and rhymes, listen to high quality music and create music using tuned and untuned instruments. This may be individually, in groups or as a whole class. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of technology, a range of voice styles, a variety of instruments, recorded music, teaching about musical vocabulary and musical notations, hands on experiences with music from other cultures and traditions, learning about the history of music.

Where possible we want our pupils to have plenty of musical enrichment opportunities. These might include experiences in our local community such as visiting The Marine Commando Band; to take part in national opportunities such as singing with Bournemouth Symphony Orchestra at Exeter University; to take part in local inter-school opportunities such as performing at Exmouth Festival and to enjoy listening to fellow pupils learning to become musicians in our school.

Assessment

Pupils are assessed in terms of how they are making progress in relation to statements in The National curriculum. In broad terms the following principles have been applied to each aspect in terms of what it means to become more musically literate:

- Singing – Pupils initially sing simple rhymes and songs becoming more complex with age and experience. Pupils begin by singing with their class and go on to perform to larger audiences, with gained confidence they go onto sing and perform group and solo songs to a wider audience. The singing is more accurate, tuneful, fluent, controlled and expressive throughout the school.
- Instruments - Children begin playing untuned percussion instruments and make sounds on simple tuned instruments. As musical understanding develops, children read musical notation and are able to play instruments accurately.
- Listening – Children enjoy listening to simple rhymes and songs and this range increases to listen to high quality musicians and composers. They develop an aural memory and are exposed to music from different cultures, traditions and from different eras.
- Musical Knowledge- This develops as children are taught a greater musical vocabulary and language. They are then able to listen and respond using musical terms. They have a growing awareness of the history of music.

Pupils are assessed using The National Curriculum statements for their stage of learning. This is done in a variety of ways e.g. through singing activities, compositions, responses to played music, discussion using musical vocabulary. Progress is tracked termly through teacher assessment.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The co-ordinator and Headteacher monitor Music provision and standards through observation, talking to children and reviewing the curriculum with staff. The governing body monitor the role of music in school.

Role of the Music Leader

- **To ensure that the Music policy is implemented and to keep up to date with reviews.**
- **To have oversight of the Music curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching Music, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

'Let all that you do be done in love'