



MONKSDOWN
Primary School

Music Policy

Aims

At Monksdown Primary School we believe that music is a unique way of communication that can inspire and motivate children. It is a vehicle for personal expression and plays an important part in the development and emotional wellbeing of our children.

- We aim to provide a music curriculum which is broad and balanced and is inclusive for all of our children, assisting them to develop a positive self-image and self-confidence.
- We endeavour to enrich the lives, feelings and emotions of our pupils through the music curriculum, promoting their spiritual, moral, social and cultural development, all of which result in the raising standards in our school.

Objectives

- Promote inclusion at all times
- Develop the interrelated skills of performing, composing, listening and appraising music
- Know and understand how sounds are made and then organised into musical structures and types
- Write and read music using symbols and standard notation
- Explore the main elements of music
- Appreciate and understand the music of other cultures
- Discover links between music and other subjects

Planning and Evaluation | KS1 and KS2

At Monksdown Primary we follow the National Curriculum. Planning is carried out in three phases:

- Long term planning which maps the music topics studied in each term across the key stages
- Medium term planning is drawn up termly by teachers taken from the Charanga SoW or BBC Radio for Schools. All staff follow national curriculum objectives and specific learning objectives for the topics included
- Short term planning is completed by the class teacher and year group colleagues. These give details of the content of the lessons - the class teacher evaluates the lesson which inform future planning.

Planning and Evaluation in Foundation Stage

Music is taught in the Nursery and Reception classes as an integral part of the school day. We relate the musical aspects of the pupil's work to the objectives set out in the Early Learning Goals. Teachers ensure that all relevant topics are delivered.

Organisation

Class teachers deliver their own lessons and may choose when they timetable music. As children progress from foundation through the key stages, they will be able to sustain concentration for longer periods of time. With younger children lessons are most effective when they are split up over the teaching week in short, sharp bursts. All teachers ensure that our children receive the appropriate time allocation for music.

Inclusion

As an inclusive school we place great emphasis on ensuring that all pupils are treated fairly. All reasonable adjustments will be made to ensure that pupils are not at a substantial disadvantage because of disability.

Equal Opportunities

We provide equal opportunities for all pupils through music, regardless of race, gender, culture or ability.

Additional Educational Needs

Teachers provide learning opportunities to match the needs of all our pupils. Work planned, takes into account the targets set for individual children on their Pupil Profiles.

Extra-curricular Activities

These vary throughout the school year, depending on activities in and around school. All children are given the opportunity to attend musical clubs and these are delivered on a rolling programme throughout the year, due to timetabling restrictions. Choir practise takes place throughout the year in KS2. Children audition to acquire a place. Children are also invited to a Ukulele and Guitar club.

Our school is particularly famous for the fabulous musical productions we perform. Rehearsals for these take place after school and in lunch times, when music, drama, dance, ICT, literacy, Modern Foreign Languages etc, all combine together to complete the end result.

Enrichment Activities and visits

We have many expert musicians visit our school throughout the year. These are carefully chosen to cater for the needs of our pupils, enhance the music curriculum and meet with our school aims. Past visitors have included:

- Jeff Rich; Status Quo drummer
- Travelling by Tuba
- Pop Project
- Key Strings
- Alexander McConduit
- The storyteller

Assessment and Record Keeping

Teachers plan for assessment opportunities when drawing up medium term plans. They assess children's progress by making informal assessment as they observe them during lessons, concerts and performances.

Expectations of pupils are outlined in the scheme of work. Teachers use the subject key skills to judge whether children are below, in line or above standard.

Recording every aspect of each child's progress is neither necessary nor practical. We only keep selective and brief records. Teachers note significant achievement or weakness on their planning. These notes serve a basis for future planning. Teachers often record children's work throughout the year, both as a class and individually to show progression. Recording children's performances is highly advised to allow the teacher to make a later assessment in annual reports.

Each child is more formally assessed at the end of the academic year. A comment is written on the annual report to parents and this information is passed on to the next teacher.

Monitoring and Review

The Music Co-ordinator monitors the standard of music teaching and learning with close guidance for the Headteacher and SLT. They together offer a supporting role to all staff at Monksdown Primary. Feedback from staff, recorded on a self-evaluation form/verbal feedback to the Co-ordinator, leads into the co-ordinators annual review which takes place in the summer term. This reflects staff's views and highlights strengths and weaknesses in music. An action plan is drawn up to address any future needs or training implications necessary.

Monitoring strategies we use are:

- plans and evaluations
- performances in school meetings, assemblies, productions, concerts
- any written, recorded evidence and photographs
- informal discussions with colleagues
- when possible, monitoring of lessons

Resources

There are a wide range of musical resources to support the teaching of music across all stages of learning. There are published schemes which teacher's may use as resources to aid them in delivering national curriculum objectives. Instruments are stored in centred areas for Foundation, KS1 and KS2.

This policy has been reviewed Spring Term 2018 and will be reviewed annually