



Music Policy

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." Plato

STATEMENT OF INTENT

At Monksdown Primary School, we intend that every child shall enjoy their opportunities to learn about music in all its forms – to enjoy the opportunity to make music, listen to and appreciate it and understand the specialist aspects of it – its language, its patterns, and its notation. We want our children to enjoy performing together, and to see the links between music and performance across the Arts. We intend, through teaching of the National Curriculum for music, 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.

IMPLEMENTATION

Our curriculum is centred around 'Charanga', a music-based scheme, in which the children learn to sing and play instruments. The scheme of work covers the National Curriculum. The children at Monksdown will have the opportunity to develop an understanding of pulse, rhythm, and notation. The programme incorporates the use of technologies such as 'Garage Band', enabling the children to compose their own pieces.

Each unit follows a sequence of learning: listen and appraise, interrelated dimensions of music, singing, playing instruments, improvisation, composition, perform and share. This approach ensures the children get a rich learning experience covering all aspects of music.

Organisation

At Monksdown Primary School, the Music curriculum is delivered by class teachers using the clearly planned and rich syllabus from 'Charanga'. This will be further enhanced through additional musical study and appreciation during performance and concerts.

Music is taught once a week throughout KS1 and KS2, establishing cross curricular links where possible. In EYFS, music is an integral part of the school day, being accessed through phonics, environmental sound listening skills and listening to different types of music.

Class teachers deliver their own lessons and may choose when they timetable Music. As children progress from EYFS 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 should ensure that our children receive the appropriate time allocation for Music. This is monitored by the Subject Leader.

Enrichment

Enrichment opportunities vary throughout the school year, depending on activities in and around school. All children are given the chance to attend musical clubs, and these are delivered on a rolling programme throughout the year, due to timetabling restrictions. Choir practice takes place throughout the year in KS2. Children are also invited to a Ukulele and Guitar club dependant on a number of factors, including Pupil Premium, level of commitment, and talent shown in class lessons.

Monksdown Primary School prides itself on the superb productions delivered to parents; children have the opportunity to shine in these spectacular events.

Assessment

Teachers assess children's progress in music by making formative assessment as they observe them during lessons, concerts and performances. Teachers use the subject key learning & assessment criteria to judge whether children are below, in line or above standard.

Recording every aspect of each child's progress in Music is neither necessary nor practical. Enjoyment is the key factor in a child's musical progress. Teachers feedback significant achievement or weaknesses to the Music Leader. Teachers often record children's work throughout the year to help look for progression. Recording children's performances is highly advised to allow the teacher to make a later assessment in annual reports. Each child is more summatively assessed at the end of the academic year, noting any children with a gift or a particular enjoyment of Music.

Monitoring

The Music Leader monitors the standard of music teaching and learning together with the Curriculum Lead. Together they offer a supporting role to all staff at Monksdown Primary School. Feedback from staff, via email/verbal feedback to the Music Leader, allows for an annual review which takes place in the summer term. This reflects staff's views and highlights strengths and weaknesses in the subject. An action plan is drawn up to address any future subject needs.

Monitoring strategies we use in Music are:

- Learning walks
- Pupil voice questionnaires
- Staff voice questionnaires

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background or ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Music is taught with regards to pupils' abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social,

cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of Music are not seen as more appropriate for boys or girls. Individual teachers carefully consider the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Music to pupils with Special Educational Needs

Teachers provide learning opportunities to match the needs of all our pupils. Music is, at its heart, an all-inclusive subject that can be differentiated to match all educational needs. We teach Music to all pupils, whatever their ability.

Subject Leadership

The Music Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Inspire learning.
- Provide support and guidance to colleagues on teaching the 'Charanga' units of work.
- Purchase and organise resources.
- Maintain equipment and make them easily accessible for teachers.
- Attend courses for CPD and report back to staff.

Policy Review

This policy was last reviewed in February 2023 and is reviewed annually.