

CORSHAM PRIMARY SCHOOL

Music Policy



Reviewed: May 2021

Policy Ratified by the LGC: June 2021

Next Review Date: May 2024

Corsham Primary School

Music Policy



Rationale

“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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” National Curriculum Music 2014

Aims

The aims of teaching music in our school are to develop:

- enjoyment in music making;
- an awareness and appreciation of sound patterns;
- skills in movement such as motor co-ordination and dexterity, vocal skills and skills in oral imagery, acquired through exploring and organising sound;
- sensitive, analytical and critical responses to music;
- the capacity to express ideas, thoughts and feelings through music;
- awareness and understanding of traditions, idioms and musical styles from a variety of cultures, times and places;
- the experience of fulfilment which is derived from striving for the highest possible artistic and technical standards;
- the use of technical language in music.

In order to meet these aims, all pupils are expected to participate in:

Performing through singing, playing and presenting;

Composing through exploring, improvising and storing;

Listening and Appraising through listening, discussing and knowing.

“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”

National Curriculum Music 2014

These three discrete activities should be delivered in an integrated way where possible. Children should be able to perceive meaningful links between the different areas.

Meeting the Aims

- The scheme of work which we are using as a school is Charanga Musical School which is a digital scheme. It contains units of work which consists of six lessons each. This is all in line with the new National Curriculum programmes of study.
- Each year group has 3 units which are to be taught each full term. The rest of each terms music will be covered through Seasonal performances and year group assemblies. There is also the opportunity for year groups to include extra units if they wish. The year 3's are taught recorders by a teacher from the Wiltshire Music Service and Year 4 are taught the Ukulele.
- The split classes of 3/4 at Broadwood are taught on a rolling programme of ukuleles and recorders with progression as appropriate.
- Each unit contains the learning intentions to be covered that term, with a progression of activities which ensure a good balance of performing, composing and listening and appraising. If a class teacher so wishes, alternative songs and activities may be substituted for those suggested in the scheme of work, providing that the aim of each unit is retained.
- Music is covered throughout the year through Music Enrichment, Year group performances, Christmas and Easter performances.
- A music enrichment lesson is lead once a week. KS1 and KS2 are taught on alternate weeks. This involves performing songs, listening and appraising different styles of music. The children are encouraged to use musical terminology and the sessions are differentiated through questioning.
- Through these enrichment sessions there is opportunity for all children to perform on their instruments to the school and More Able children to perform at their own level as they are able to play instruments learnt in and out of school, as well as performing to the school in Family Assembly.
- Extra-curricular activities are offered to complement and extend class music lessons. The majority of year groups take part in a musical workshop, at some point during the year, from visiting musicians. A lunch time choir is held once a week for children in Key Stage 2. Children have the opportunity to have guitar, ukulele, drumming, clarinet, flute, recorder, saxophone and piano lessons in school, provided by teachers from outside of school. In addition, children experience music of different themes and cultures through listening to assembly music (Enrichment sessions). Music is also used in class to enhance the learning environment. Musicians come to the school and children join with other schools in the area to perform together.
- Every year we hold a Music Evening where the choir perform along with musicians across Key stage 2.

Monitoring and Assessment

- The music leader collects two or three pieces of evidence a year from each class teacher. This may be in the form of written extracts of work, tape and DVD recordings of performances or photographs. Pupil conferencing takes place throughout the year.
- Each year group's planning is also monitored throughout the year.
- Each teacher assesses his/her children against the National Curriculum levels once a year. An assessment sheet (Traffic Lights) is filled in and copies are given to the leader.

Success Criteria

1. Children enjoy making music.
Evidence: pupil conferencing, DVD recordings.
2. Pupils are participating in performing, composing, listening and appraising.
Evidence: teachers' planning; pupil conferencing, DVD recordings, class assemblies performed to whole school and parents, the Musical Evening.
3. Children have experience of listening to a wide variety of music, including music from other cultures.
Evidence: assembly music themes (music enrichment), class music choice (Tingle Factor) which is played on entering the hall for assemblies (this is a chance for the teacher to share their own taste in music and give an explanation for this choice), listening to professional musicians and pupils from secondary school perform, music in class; teachers' planning.
4. Pupils are able to use some technical language in music.
Evidence: teachers' planning, Music enrichment. (Much of this has been introduced through the 'Charanga musical school' scheme.)
5. Teaching staff are confident in their planning and teaching of music.
Evidence: teacher questionnaires; teacher conferencing.

Guidelines

Resources

- Foundation Stage classes have their own resource box containing a selection of musical instruments which are appropriate for the children of that age.
- The rest of the instruments are displayed in a central area in the atrium.
- Each unit of work from the Charanga Musical school scheme has all the music and resources online which each teacher has access to.
- There is also a wide range of music on this site for the staff to use.
- The music leader has a selection of song books and resource materials which are lent to teachers on request.
- Ipad's are available to record performances.
- An up to date list of resources is kept in the music leader file.
- The Ipad, CD's and computers are used to play a wide selection of music in assemblies and the classroom.

The Subject Portfolio

The subject portfolio on staffshare, demonstrates that the National Curriculum is being covered and continuity and progression is evident across both Key Stages 1 and 2. It contains evidence in the form of annotated photographs of children during lessons and workshops, and samples of work such as musical scores of group or class compositions.

Health and Safety

The sharing of recorders and other wind instruments is discouraged. Should sharing be necessary, then the mouthpiece should be disinfected with Milton, or similar solution. Any electrically powered

instruments or other equipment that has become dangerous should be removed immediately for repair. Pupils should not be carrying heavy instruments such as the large xylophones. All instruments are cleaned between classes. All recorders are sterilised at the end of each term.

Equal Opportunities

All pupils should have equality of opportunity though not all will necessarily do the same learning. The needs of the musically More Able should be met through extra-curricular activities and through differentiated learning. Funding is sourced to allow disadvantaged children the opportunity to have individual music lessons of their choice.

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.