

# Palace Wood Primary School

## Music Policy



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This policy has been impact assessed by Kadri Knowers in order to ensure that it does not have an adverse effect on race, gender or disability equality

## Policy for Music

### Rationale

Music is a universal language that allows for expression and creativity. It allows an exploration into imagination. It is a powerful medium for communication between people of all ages, cultures and social backgrounds.

There is evidence to show that musical skills are transferable, promoting high level intellectual and physical attainment and provoking profound emotional response. We provide opportunities for all children to create, play, perform and enjoy music.

Successful participation in music develops pupils' self expression, confidence and learning skills

### Aims

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- To learn to sing and use their voices.
- To use technology appropriately.
- To have an opportunity to learn and play a musical instrument.
- To create and compose music on their own with others.
- To understand and explore how music is created.

### Objectives

The following objectives, derived from the aims, inform our planning. They are used in conjunction with the scheme of work to form the basis of evaluation and assessment.

#### **To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.**

- To enhance pupils confidence in performance. To develop their ability to assess their own work and cultivate their own opinions and backing these up with reasons.

#### **To learn to sing and use their voices and use technology.**

- To follow instructions and be able to perform in a group. To use a variety of multi-media resources to support their learning.

#### **To have an opportunity to learn and play an musical instrument.**

- To develop an understanding of the mechanics of playing and instrument and begin to see ways that we can read music.

#### **To create and compose music on their own and with others and explore how music is created**

- To encourage pupils to express independent opinions and conceive ideas using listening skills, knowledge and understanding.
- To develop pupils' interest, enjoyment, motivation and self-esteem through performing, creating, listening to and talking about music.
- To learn how to understand and communicate musical information as composer, performer and listener.

### **Principles of teaching and learning**

We provide an integrated approach to teaching the two attainment targets. Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of the pupils. According to the task set, specialist teachers:

- Encourage, inspire, direct, let go
- Observe, help, counsel, advise, instruct
- Prepare, lead, appraise
- Participate in and share musical experiences
- Manage individual, paired, small group and whole class activity
- Control and enhance learning environments
- Make best use of all available resources
- Develop strengths and nurture gifts

**The learning process for children will be active and co-operative, involving them in:**

- Decision making
- Problem solving
- Refining and rehearsing
- Presenting
- Evaluating
- Responding with feeling
- Making music with commitment, sensitivity and accuracy
- Directing and following musical direction

### **Vehicle for Planning and Assessment**

We are currently using Kapow to support our planning and teaching of music. This was brought in to support teachers with their subject knowledge and has been a real success in promoting engagement.

### **Differentiation and Special Needs**

The study of music engages pupils in a variety of planned activities matched to their age, stage, ability and any special needs. Through differentiation, teachers allow for the different pace at which individuals progress within the activities of composing, performing, listening and appraising and will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve this it is essential to be aware of and build on pupils' previous experiences and achievements in music within and beyond the school.

### **Breadth and balance**

We recognise the need to manage the wide range of skills and concepts to be taught. Music is studied from a wide range of perspectives. We endeavour to keep a balance in creative, interpretative, aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout the key stage. Content will be selected to ensure pupils receive a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a range of styles from different times, places and cultures and by well known composers and performers, past and present.

### **Variety**

Pupils will be engaged in a range of listening activities starting from a variety of stimuli. Imitating and aural response work, including vocal and instrumental improvising will lead to group, paired or individual composing activities and will be the predominant learning style.

### **Relevance**

Musical activity can start from singing games, songs of historical and cultural interest, music to celebrate a festival, collective performance or composing for the school. Opportunities are encouraged for music to be incorporated across the curriculum where possible.

### **Cross- curricular skills and links**

Music makes a major contribution to the skills of:

- Perception through aural discrimination
- Memory development and analysing music
- Numeracy skills through pattern and time relationships
- Non-verbal communication skills through the medium of sound
- Interpersonal skills through group and partner tasks
- Decision making and problem solving through performing and composing
- Physical and practical skills through manipulation of the voice and instruments
- Creative and imaginative skills through expressing musical ideas and feelings
- Independent learning through individual performing and composing

Music is a feature of our multi-faceted culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being.

### **Equal opportunities**

All pupils, regardless of race, gender, ability or social origins have an entitlement to experience, enjoy and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, specialist teachers will guide individuals towards musical activities and experiences in which they can succeed in Year 4 specifically. In other year groups class teachers are in charge of the teaching and learning relating to music. They will provide appropriate resources to meet pupils' needs and a range of relevant tasks to enable them to achieve through what they can do rather than fail.

### **Health and Safety**

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as tape recorders and keyboards and to avoid injury to themselves and others. Instruments which are blown will be used by only one pupil and shall be fully disinfected after each lesson.

Trailing wires present a hazard and staff will ensure that electronic equipment is used only adjacent to main power points. Annual electrical tests will be undertaken in line with school policy.

### **Recording and reporting of assessment.**

Opportunities for assessment are identified in both medium and short term plans. Achievement in musical activities both inside and outside school, and participation in extra curricular activities are celebrated.

Assessment is seen as integral to teaching and learning. Information about pupils' attainment will feed directly into the planning process in order to provide appropriately challenging work.

Singing assemblies takes place each week where a variety of music is listened to and discussed and a broad selection of songs are learnt. (On hold during COVID-19)

Music is led by class teacher once a week either as one lesson or in shorter sessions for at least 3 terms throughout the year. Teachers are responsible for assessing, recording and reporting children's attainment and progress in music.

### **Management and administration.**

Administration relating to the music curriculum, extra curricular activities, instrumental lessons, public performances, visits to musical events and visits by musicians is shared by the Music co-ordinator for music and the Senior Leadership Team.

### **Resourcing**

The Senior Leadership Team sets the budget allocation for music resources.

### **Review**

Monitoring is based upon on-going discussions with colleagues, review of planning and the observation of performances during class assemblies and concerts.

The effectiveness of the music curriculum is evaluated in discussion with the Senior Leadership Team, the co-ordinator for music and the staff. Resources and teaching and learning needs are identified and priorities for in-service training and support are established.