Blofield Primary School

Music Policy

Reviewed by: **Anna Masterson 2/10/2020**

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Review: Summer 2023



Music Policy Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.

Music develops children's ability to take part in practical activities, both individually and in groups. It encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match the needs and abilities of all children.

Aims and Objectives

The national curriculum for music and our school aims 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 voice, 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 of the Music Policy

The music across the school, where possible, will link in with the current class topic that each year group is studying. Using historical study to link with famous composers of the era being covered. When there is no link that can be made the Music Express Scheme will continue to be followed to cover areas of the music curriculum not covered in Topic linked activities.

The Charanga scheme of work provides the basis of music lesson content from Foundation Stage to Year 6. This in turn informs the mid-term planning as to what is taught within Music teaching units.

The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.

Teaching and learning is differentiated to best match the needs of the class, and the individuals within it, within the context of the aspect of Music that is being taught.

Music Lessons

In each Music lesson there will be

- A clear learning objective
- An element of Speaking and Listening
- Modelling of activities at a level which is appropriate to the needs of the children within the class being taught
- A plenary or a series of mini plenaries are used throughout the lesson to reinforce the learning objective, address misconceptions, or to move the children's learning on further.

Over the course of a unit of curriculum linked music topic, the lesson will include performance, composition, specific learning tasks, and giving and listening to appraisal and constructive criticism.

Additional Music Teaching

- Year 2, 3 and 4 pupils are taught an instrument over the course of the academic year.
- Peripatetic music teaching is organised within the school. Children in years 1,2,3,4,5 and 6 are offered the opportunity to learn a musical instrument. These instruments include flute, clarinet, saxophone, guitar, drum, brass and piano. These extra lessons are taught in small group or individual basis. This is in addition to the normal teaching of the school and usually takes place during normal lessons, lunchtimes or after school.
- We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together and develop their skill in part singing, it also performs in public on a number of occasions throughout the year.
- We also offer children who have learned the recorder in year 3 to continue to develop their skills, during lunchtime clubs children have the opportunity to continue to learn the descant recorder or to progress on to the treble or tenor recorder and to join the school recorder group.
- We also support the children's peripatetic music lessons by running a school band, where any child who plays an instrument is welcome to come and join in to play music within a group situation.
- Year 6 children are given the opportunity to join the marimba group which is open to all abilities.

Assessment, Record Keeping and Reporting

- Assessments are used diagnostically by teachers to evaluate learning and to inform teaching and to inform future provision.
- Music is reported at the end of the academic year in each child's School Report.
- Children receiving tuition also receive reports for their respective teachers.
- When children have composed pieces of music in group situations the teacher records the work to gives them an opportunity to evaluate and assess the level of the work.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that receive music tuition will be given the opportunity to showcase talents in assemblies.

Resources

Resources are available in the music classroom for all classes to access during music lessons and at other times when needed. The subject leader updates resources when needed based upon the unit plans from topic based curricula or Charanga.

Monitoring and review

The music leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the music leader also involves supporting colleagues in the teaching of music where needed, being informed about current developments in the subject, and providing strategic lead and direction for music in the school. The music leader will also keep up to date with musical opportunities and developments in music education through the Norfolk Music Hub.

Implementation of the Music Policy during Covid-19

Due to the limitations in place due to covid-19 music lessons are following a covid-adapted scheme provided by Charanga. This involves children continuing their listening and appraising, as before Covid-19. But some of the replacement activities focus on deepening the children listening or reading rhythms and developing their ability to recognise visual representations of music. When the scheme continues to develop the children's aural skill by listening and clapping back that has remained the same but in sessions where the children are asked to sing back, I am asking the children to hum and use hand signals (a basic form of the Koday) system to indicate pitch. Also due to the covid-19 restrictions instrument lessons on ocarina, recorder and ukulele have been suspended. But the ocarina and ukulele are under review as how these can be implemented under current restrictions.

After school, and in school music clubs have all been suspended due to Covid-19 restrictions.

In the case of children having to isolate due to Covid-19, they have all been provided with a personal login and password for Charanga to enable them to access lessons that will be allocated specifically for each class.