

MERE BROW C OF E PRIMARY SCHOOL

A Policy for Music



What is Music?

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.

Intent

Music is a vital part of the life of Mere Brow CE School and we want all our children to enjoy music and become; active listeners, participators and appreciators. We believe music is important because making and listening to music is a pleasurable activity which can provide fulfilment throughout life. Children's exposure to a variety of music can also contribute to their cultural understanding. The school's scheme of work has been adapted to suit the curriculum of Mere Brow, whilst ensuring the National Curriculum is taught. The Scheme of Work intends to help children to connect their learning on a wider level. A skills overview shows the stages of music.

Music at Mere Brow intends that children:

- Will build upon their natural responses to music to find enjoyment in experiencing and exploring sounds and creating music, and to see themselves as musicians.
- Find a lasting sense of purpose, achievement and fulfilment in musical expression.
- Use music with increasing confidence and creativity.
- Develop skills to use a range of instruments (including the voice) and techniques competently.
- Feel able to express their ideas and feelings through musical creation.
- Learn to listen analytically.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

- Understand the relationship between sound and symbol.
- Develop a working knowledge of systems of notation for use in composing and performing.
- Appreciate and evaluate the works of the great composers.
- Develop an understanding of the history of music and to be able to perform, listen to, review and evaluate this music.
- Understand and explore how music is created.

Implementation

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are:

- To compose and improvise.
- To experiment and perform.
- Develop an understanding of musical notation.
- To listen in detail.
- Appreciate and understand music from other cultures and composers from a history of music.

Music is integrated into the curriculum in the EYFS. Nursery rhymes are listened to daily and hymns are learned as part of school Worships. In KS1 and KS2 classes music is integrated through the curriculum by using music to support learning. In addition to this, music is timetabled across the year. Approximately 30 minutes to 1 hour is spent teaching the music curriculum (relevant to the Key Stage involved).

During KS1 and KS2 music teaching is taught predominantly by the subject lead. Subject topics are used to help children make connections in their wider learning. They are taught to play tuned instruments (glockenspiel and recorder).

A specialist brass music teacher spends 1 hour per week, with Upper Key Stage 2 (Years 5 and 6). This lesson is split into two half hour slots so that teaching can be focussed on progression. They learn to read music, play an instrument and to perform in solo and ensemble contexts.

Pupils with special educational needs are fully included in music sessions. Extra support or tailored resources are used to enable this. Pupils with particular ability and flair for Music who are extended through individual instrumental tuition.

Homework is used to support Music through tasks such as, Brass practice (an integral part of the KS2 curriculum) or as part of creative project homework given in Key Stage 1 and Lower Key Stage 2.

The emphasis in our teaching of music is on learning through doing. We aim to help each child achieve competence and control in:

- * Movement and balance.
- * Singing and vocal expression.
- * Using percussion and other untuned instruments.

- * Making and classifying sounds.
- * Recalling sounds.
- * Distinguishing musical elements (Interrelated Dimensions of Music)
- * Using instruments and playing with increasing confidence.
- * Listening and responding.
- * Celebrating the history of music.

Excellence in music is celebrated in performance including:

- * Large scale performances from time to time which give all children an opportunity to participate.
- * Smaller scale performances of groups or individuals in class activities which give all children an opportunity to perform.
- * Weekly worships where children will sing a hymn they have learned for that week.

The music leader takes the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Music. They also:

- * Offer specialist teaching in Music.
- * Coordinate extra-curricular activities.
- * Support colleagues in their development of aspects of Music.
- * Monitor progress in Music and advises the headteacher on action needed.
- * Take responsibility for the purchase and organisation of central resources for Music.
- * Keep up-to-date with developments in Music education and disseminates information to colleagues as appropriate.

Impact

Children at Mere Brow will show progression in their skills and leave Mere Brow as a more confident musician. All children will perform during their time at Mere Brow. They will actively listen to music and become more aware of their personal musical preferences.

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through peer or teacher discussion.

Records of progress in music are recorded through video and documented through an online journal (Seesaw). These videos aim to show progress of the children's learning. A class monitoring form will be completed at the end of each topic so to see which children are developing or secure in these areas.

Parents are welcome to discuss their child's needs at any stage of the academic year with teachers. Parents evening appointments are also offered in the Autumn Term. Music will be reported formally to parents annually in the children's full end of term report before the end of the summer term. Parents are given the opportunity to

discuss their child's progress. Teachers use the information gathered from their half-termly assessments to help them comment on individual children's progress in Music.

Strategies for the Use of Resources

Central resources in music are the responsibility of the Music Teacher who has a small budget available. All members of staff are aware of how to look after instruments and will remind children of how to treat musical instruments with respect. The musical resources that we have access to in school are:

- * Class set of recorders.
- * Class set of brass (hired from LMS)
- * Recording equipment.
- * Digital Piano.
- * A full trolley of untuned and percussion instruments.
- * Musical Scores.
- * Music CDs.
- * Online musical resource – Charanga
- * Online musical resource – Recorder World

Use of instruments are in accordance with health and safety requirements and are appropriately stored.

Reviewed and adopted by the curriculum governors committee

October 2020

Next review date Autumn 2023

Signed: J.Rowe

Date : October 2020