



MANOR PRIMARY SCHOOL

MUSIC POLICY

This policy document is a statement of the intent, implementation and impact of the teaching and learning of Music at Manor Primary School.

Intent

Developing children's understanding and appreciation of music as a unique way of communicating and expressing themselves inspires and motivates children. Music provides fulfilment throughout life, it is a powerful form of expression that alters the way pupils feel, think and act. It reflects cultures and society and therefore the teaching and learning of music enables children to better understand the world around them and feel part of a wider community. Besides being a creative and enjoyable activity, music is also be a highly academic and demanding subject, it provides opportunities for all children to create, play, perform and enjoy music, to develop skills, and to appreciate a wide variety of musical forms.

"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 pupil's 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 2014

The school's policy for Music follows the National Curriculum for Music Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- Know and understand how sounds are made and then organised into musical structures*
- Know and recognise how music is made through a variety of different instruments.*
- Develop positive attitudes and to experience success and satisfaction in music.*
- Develop social skills through co-operations with others in shared experiences of music making.*
- Develop an understanding of musical traditions and enhance performance skills by listening to, learning and performing music from a variety of different cultures.*
- Know how music is influenced by the time, place and purpose for which it was written.*
- Have the opportunity to perform music both vocally and with instruments*
- Have the opportunity to compose music and express their ideas and feelings through music*
- To learn to sing and to use their voices, to create and compose music on their own and with others*

- *Develop an appreciation of the richness of our musical heritage*
- *Are encouraged by high standards in performance*
- *Are encouraged to express ideas and opinions about music.*
- *Know how music is composed and written down*
- *Develop an appropriate vocabulary which they are able to use to understand and discuss their own musical work and that of others.*

Principles of good Music teaching

- *Children's ideas and opinions are encouraged and valued; they are excited and enthusiastic when participating in their Music lessons.*
- *Music is practical and hands on and children have the opportunity to use good quality resources such as a wide range of instruments.*
- *Progression in Music is evident and taught throughout the school.*
- *Children confidently use accurate vocabulary and terminology related to music.*
- *Children are actively engaged in their learning, expressing and developing their own ideas, feeling and opinions.*

Implementation

The programmes of study for Music are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. 'The Model Music Curriculum' sets out four key areas which, when taken together, contribute to the steadily increasing development of musicianship.

- *Singing*
- *Listening*
- *Composing*
- *Performing/ Instrumental Performance.*

We have adopted the Charanga Model Music Curriculum Scheme.

<https://walsallmusichub.charanga.com/>

Curriculum Planning

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It is the responsibility of the class teacher to ensure that the weekly lessons for any subject are tailored to meeting the needs of the individual children in their class. Cross-curricular links to other subjects will be made so that pupils can develop an understanding of this subject in an appropriate context. Where there is no link, units will be stand-alone to ensure curriculum coverage. In Early Years, Music is an integral part of themes being taught.

Impact

Progress and achievement in Music is evident throughout the curriculum, with pupils continuously building upon skills they acquire each year and applying their skills and knowledge in a variety of contexts. When written work is completed, Teachers will mark pupils' work in line with the school marking policy where appropriate, to help the pupils make progress.

It is the responsibility of the class teacher to maintain an overview of each child's progress in Music.

- *Assessment is carried out in line with the school policy against National Curriculum expectations.*
- *Assessments are carried out using both summative and formative assessment procedures.*
- *Formative assessments are made through observations in lessons.*
- *Summative assessment can take place at the end of each unit of work.*
- *Assessments are used to inform planning and teaching and learning.*

Equal Opportunities and Inclusion

We recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- *Involving all of the children in oral work.*
- *Planning differentiated work to suit the ability of the children.*
- *Allowing access to materials and equipment.*
- *Providing additional equipment and resources that allow children to access the subject where necessary.*
- *Ensuring planned activities are relevant to all pupils.*
- *Having high expectations of every child.*
- *Ensuring examples are free from stereotyping.*

Resources

All classrooms have interactive whiteboards which are used as a starting point for each lesson and have internet access. A wide range of music resources are accessible from key areas in school. Objects/resources that are specific to a single year group are kept within those classrooms.

Ideally, all staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find. Each child in Year 6 has been given their own recorder.

Health and Safety

All members of staff will ensure that conditions apply which will minimise the risks and potential hazards involved in this subject. The school's "Health and Safety Policy" should be consulted where appropriate, staff should seek advice from the Curriculum Leader/Competent Person.

Role of Music Leader

- *To be enthusiastic about Music and demonstrate good practises.*
- *To keep up to date with current developments in Music.*
- *To audit resources, identify needs and order equipment in school after consultation with colleagues.*
- *To 'sample' the work of children across the age range (curriculum monitoring).*
- *To review and evaluate the effectiveness of teaching and learning in Music, including the monitoring of planning and teaching within lessons.*
- *To provide guidance on the implementation of the Music policy.*
- *To suggest appropriate assessment activities where needed.*
- *To provide support to those colleagues who request/require it, including help with planning and organisation*