

Music Policy 2018

Marish Academy Trust



Approved by: SLT

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Last reviewed on:

Next review due by:

Summary

This document sets out how Music is taught at Marish Academy Trust and our long term plan for the delivery of the Music Curriculum.

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Introduction

Music is essentially a practical subject that should be enjoyed by all. Music is a form of communication and a way for pupils to express themselves, as music is a part of every culture, tradition and event, past and present. The teaching of Music will develop the pupil's ability to listen and appraise, improve their own and others work, explore, discuss and understand a range of styles and traditions and use composition as a way to express and communicate ideas and feelings.

Through the delivery of music lessons, children can learn to understand themselves and relate to others, as well as make important links between home, school and the wider world. The teaching of music is based around performing, composing and listening and appraising. These areas of music enable pupils to develop their self confidence; to build a group identity and increase their self discipline and creativity.

Aims

- To ensure that pupils are taught music in accordance to the National Curriculum
 - To encourage children to develop an understanding of Music from different times and cultures and to apply this to their own experiences
 - To provide work at the levels expected for the pupils relevant age group
 - To provide an equal balance of performing, composing, listening and appraising activities within music lessons
 - To enable pupils to develop instrument specific skills and vocal control
 - To develop pupils musical vocabulary and to enable pupils to put this into practise when interpreting and analysing music
 - To provide a wide range of high quality and exciting extra- curricular opportunities, these will be provided before school, at lunch times and afterschool
 - To incorporate the use of music technology into schemes of work
 - To develop pupils understanding of how music is produced through the use of symbols and notation
 - To promote all children's achievements in music, within school and in the wider community
- Each year group will receive a weekly music lesson

- Each year group will participate in a weekly singing assembly to develop their vocal skills and knowledge of a range of songs from different times, places and cultures
- The musical extra-curricular clubs will comply with the Children's University scheme. This ensures that they are of a high standard, are well organised and encourage children to take an interest in these opportunities.
- Slough Music Service will support our provision through wider opportunities, and community festivals, events and music centres
- Regular concerts for the instrumental and vocal groups to showcase their work to an audience.
- All pupils will have the opportunity to perform musical items within class assemblies and productions.
- Where possible, music will be linked to the Creative Curriculum to help broaden children's knowledge and enthusiasm for learning.

Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Assessment

Assessments will be undertaken using end of key stage assessments as a focus for observation.

Video recording and audio recording are used to help keep records of the pupil's practical assessments.

Expected levels of attainment:

- Levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
- Levels 2-5 in key stage 2 and attain level 4 at the end of the key stage.

Extra-curricular provision

All children have access to an extensive choice of Extra Curricular music activities. These clubs are validated by the Children's University where by pupils are accredited their hours to their "Passport for Learning". All hours are then collated at the end of the school year and then learners are awarded their Gold, Silver or Bronze Diploma at the Graduation ceremony.

Inclusion

Children with English as an additional language (EAL)

All pupils with EAL are provided with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. At specific times, the EAL support team work alongside children to support them with their learning.

Disability Statement

The trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a child's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details please refer to the school's Disability Equality Scheme.

Gender Equality

Staff ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality. Any curriculum developments are monitored to identify if they have had an adverse impact relating to gender issues.

Special Educational Needs

Staff are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the children within our school. Therefore, in addition to targeting individual needs through differentiation, intervention programmes and IEPs, we are also focusing upon specific areas within our mainstream classrooms, with the aim of continually improving and developing our inclusive practice.

Roles and Resources

Every teacher is responsible for ensuring that their class are receiving quality music lessons that are in line with the National Curriculum. It is ultimately the Head teacher's responsibility to ensure that music has been timetabled into the curriculum across each phase and that regular lessons are taking place.

The role of the music subject leader:

- To ensure that planning meets the requirements of the curriculum and is pitched at the correct level for each year group. Where possible the music subject leader should support planning in each year group
- To observe music lessons across each phase to ensure that they meet the correct requirements and to feedback to staff and support best practice in music delivery
- To deliver staff training and insets on music provision
- To write an action plan for music and to evaluate it every half term
- To maintain a subject leader file, which contains samples of work, planning, and a record of assessments
- To regularly update SLT and governors on the development of the music department and music provision across the whole school
- To maintain music resources and to order new resources when necessary

- To build partnerships within the community and to co-ordinate opportunities for community performances, concerts and events
- To co-ordinate and deliver a wide range of music clubs

Resources

- A wide range of percussion instruments are kept in trolleys that can be accessed by all class teachers
- The steel pan set is kept in the school hall
- The school have two pianos and an electric piano
- Ukuleles, ocarinas, guitars and djembe drums are available to be used in lessons or to run music clubs
- A song book is available on the shared staff drive to access songs for class singing, singing assembly or productions
- We have four theatre microphones that can be used for shows and productions
- 15 brass instruments that can be used to deliver wider opportunities lessons
- When possible a music room can be provided in school for music lessons to take place, and for resources to be stored in.

ICT

Information and Communication Technology enhances our teaching and learning in Music wherever appropriate, in each key stage. Children use the computer suite and individual machines in classrooms to enhance their skills in a variety of ways, such as data handling, researching information on the Internet and presenting information.

Staff and children are also encouraged to use the IWB in lessons, with high quality resources available, again where appropriate. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning. Staff are also encouraged to use the Charanga software. Children also have access to a range of music technology such as keyboards, software, drum machines and microphones.

Revision History

Version	Date	Author	Comments
1:1	11/5/18	CD	

Approval History

Version	Approved	Comments