



MARISH



Academy Trust

Music Policy 2022

Approved by: SLT **Date:** April 2022

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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 is focused around 4 threshold concepts:

- **Performing** – including singing, movement, instrument work & improvisation
- **Describing** – making observations on what children can hear; expressing opinions and analysing the features and cultural context of different genres
- **Composing** – creating pupils' own work, bringing different layers of sound together for a particular effect, both on instruments, in written forms and using an iPad app
- **Transcribing** – being able to write down musical ideas using standard notation, as well as being able to listen to short pieces and identifying the rhythm and pitch that they just heard

These aspects of music enable pupils to develop their self-confidence; to build a group identity and increase their self-discipline and creativity. Through the delivery of a rich and diverse music curriculum, children can learn to understand themselves and relate to others, as well as make important links between home, school and the wider world.

Aims

- To ensure that pupils are taught music in accordance with 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 pupil's relevant age group.
- To provide an equal balance of performing, describing, composing & transcribing 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 practice 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 after school.
- To incorporate the use of music technology into schemes of work.
- To promote all children's achievements in music, within school and in the wider community.
- Each Year group will receive a weekly music lesson.

- Year 3 will have an entire year dedicated to an instrument from a different family than the glockenspiels and keyboards taught in other year groups. Slough Music Service will provide the peripatetic teaching staff and resources for these lessons.
- 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.
- Understand a range of key musical terms, such as volume, pitch & rhythm.
- Listen with concentration and understanding to a range of high-quality live and recorded music and make basic observations.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Transcribe music using standard notation, but not on a full musical stave.

Key stage 2

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, recall or even transcribe sounds with increasing aural memory.
- Use and understand staff and other musical notations, using the proper terminology.
- 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, meaning and cultural context of music.

Assessment

Assessments will be undertaken using project work or POP tasks at the end of each half-term. This may include:

- Videos of performances
- Teacher assessments of live performances
- Completed worksheets and/or quizzes, especially for description and transcription work
- Digital files of composition work

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. The use of consistent and clear visual imagery on slideshows and worksheets will aid the understanding of all pupils, but especially those with specialised educational needs. 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

The majority of music lessons will be taught by a specialist teacher, usually the music subject lead. 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. In cases where specialist teaching cannot be scheduled, other members of staff will receive training and guidance to empower them to deliver the curriculum to a high standard.

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. The scheme of work is bespoke and

adjustments will be made each year to ensure that key concepts and skills are embedded as effectively as possible in all year groups.

- To observe music lessons delivered by non-specialist staff 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 ignite 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 intent, implementation and impact 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 (tuned and untuned) are kept on trolleys that can be accessed by all teachers.
- A set of keyboards and headphones are kept in a dedicated music room, as the main focus of performance work in KS2.
- The steel pan set is kept in the school hall (Marish).
- The schools have two pianos.
- Ukuleles & guitars are provided by SMS for use in Year 3.
- A song bank 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.

ICT

Information and Communication Technology enhances our teaching and learning in music wherever appropriate, in each key stage. Children use the iPads in classrooms to enhance their skills in a variety of ways, such as listening to pieces for appraisal work, composing original works and transcribing the notes that can be seen in a digital file.

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.

Revision History

Version	Date	Author	Comments
1:1	11/5/18	CD	
1:2 - review	14/04/2020	CD/CB	
1:3 – review	01/05/2022	CB	

Approval History

Version	Approved	Comments