

KINETON GREEN PRIMARY SCHOOL



MUSIC POLICY **May 2019** (revise 2021)

Aims for Music

Music contributes to the school curriculum by providing a powerful form of communication and expression. Music can change the way people feel, think and act. It affects emotions and moods, providing the opportunity for personal expression, reflection and emotional well-being. It can develop thinking, increasing knowledge, skills, perception and creativity; gains which may transfer beyond music to other areas of experience and learning. Music is fundamental to the development of relationships with others, providing a means of social communication and interaction. Music enables children to define themselves in relation to others, their friends, colleagues, social networks and to the cultures and subcultures in which they live. Music is an integral part of all cultures and our past, present and future. Music education deepens and extends everyday experiences, providing new opportunities and forging important links between the home, the school and the outside world. It develops aural perception, i.e. the ability to focus listening and make sense of what is heard, and aural memory. It provides access to different forms of music making and response, both individual and communal, and empowers children to make judgements of musical quality.

Music education improves the quality of life through stimulating a life-long interest in, and an appreciation of a wide range of musical genres, traditions and styles. It encourages and enables an active involvement in music making with others in the classroom, the school and the community, developing a sense of group identity and togetherness. It provides access to the ever-increasing range of music-related careers. In addition, as a consequence of quality work, it stimulates the acquisition of those skills, attitudes and attributes needed for employment and life e.g. listening skills, concentration, aural memory, creativity and risk taking, intuition, aesthetic sensitivity, team work, improving on own learning, self discipline and emotional well-being.

How Music Promotes the General Aims of the School

- We believe that music in our school should be an enjoyable and stimulating experience for all children.
- The Music Curriculum is designed to be broad, balanced and progressive, giving children access to a celebration of a variety of different musical styles, traditions, genres and cultures.
- Our music curriculum helps children of all attainment develop positive attitudes and experience success and satisfaction in music.
- Our curriculum offers opportunities to perform, compose, listen and appraise.

Through the Music Curriculum we aim to:

- Ensure staff and pupils enjoy engaging in musical discovery.
- Develop musical skills, knowledge and understanding to enable children to deepen their responses to music.
- Widen each child's experience of music from around the world, from different times and places
- Encourage independent, paired, grouped and whole class work to enable pupils to develop exploration, evaluation and creative skills.
- Develop social skills, self confidence and self-esteem through working together on musical activities such as performance or composition.
- Develop an independent approach to learning which supports self-confidence and self-discipline.
- Help pupils to develop lively enquiring minds and apply themselves to tasks, striving for excellence.

The Place of Music in the Curriculum

Music is a foundation subject and the scheme of work takes into account the requirements of the current National Curriculum orders. It develops opportunities for performing, composing, listening and appraising. Foundation Stage Music is linked to Curriculum Guidance for Foundation Stage and Solihull Early Years Medium Term Plans.

Teaching & Learning

Planning

Long term planning for music is mostly based on schemes of work from Charanga.

The Subject Leader has responsibility for medium term plans, which aim to include clear guidance, detail and sequencing for all staff. Each year group has access to a range of resources (year group based or communal) including detailed plans, guidance notes, appropriate resources, planning sheets and information for assessment. The Music Subject Leader also gives guidance to staff on ideas and activities to use within lessons and advises staff when teaching any particularly tricky topics that require extended subject knowledge.

Units of work acknowledge whole school performance activities (Harvest, Christmas, Easter etc.). Children are encouraged to use and develop musical skills during whole school or class assemblies/productions/festivals.

We are currently using "Charanga" throughout the School. This serves as a basis to aid and enhance teaching, but is not intended to be rigidly adhered to. Music will be incorporated within the new Cornerstones creative curriculum and where possible, links will be made to other subjects.

Where appropriate and when accessible, links with external musicians to provide experiences of live music as audience or participants are included.

Short term planning is the responsibility of staff to ensure assessment for learning informs short term plans. The Subject Leader will support staff and monitor planning. Staff are encouraged to use their own musical skills, providing children with positive role-models as musical learners (the freedom to use professional judgement).

Assessment, Recording & Reporting

Formative assessments and record keeping are an integral part of planning.

Assessment is linked to learning objectives within each unit of work and outcomes of these inform short term planning.

A lesson's learning objectives should always be shared with the pupils and their achievements reviewed in the plenary.

Each class will have key objectives each term to measure achievement. Evidence for assessment includes audio recordings (or visual when appropriate) for each term and may include notes on individual pupils who are working towards, have met or have exceeded key objectives.

The importance of monitoring and evaluation is acknowledged to ensure appropriate delivery and improved planning of the music curriculum. The Subject Leader will collect recordings and monitor performances.

Extended and Extra-Curricular Activities

School prides itself on ensuring that the music curriculum is extended to pupils and also enriched for some pupils via choice through extra curricular activities.

Extended activities include:

- access to professional musicians in school
- concerts
- trips
- cluster workshops and projects
- school productions & festivals
- whole school singing assemblies (new repertoire & vocal development)
- assemblies
- listening to music during the school day - e.g in the classroom/assembly

Extra-curricular activities include:

- a range of instrumental tuition (woodwind, guitar)
- musical ensembles
- choir
- Yr 5 visit to Dunfield House
- Yr 5 and 6 production in partnership with Langley Secondary.

Resources

A range of resources, both year group specific and communal, are available to support the music curriculum in all key stages. Musical instruments, including a piano, keyboards, guitars and violins are stored within the music room (Foundation Stage have their own set of early years instruments). A large digital Clavinova is stored in the hall. Books, published resources and audio-visual resources are stored in the library and can be borrowed through the normal school library system. Each class has a CD/cassette player and there is a hi-fi and speaker system in the hall. There is a CD recorder and microphone, which can be used to record and evaluate class/group compositions.

A detailed list of resources is located within the Music Subject Leader's File.

Instrumental Provision

Instrumental tuition is offered to all pupils as follows:

Years 3 - 6 Clarinet, flute, guitars,

Lessons are held weekly for 33 weeks of the year. For the most part, pupils receive their musical tuition within small groups of between two and four pupils. The number of children within a group determines the length of lessons (which varies in proportion). These closely follow the Music Service and Government recommendations as follows:

Groups of 2	20 minutes
Groups of 3/4	30 minutes

When necessary, some specific pupils will receive individual tuition. However, this will only occur when the child is:

- the only one learning a specific instrument
- highly talented and needs individual attention and could not be taught effectively within a group where other children are at a different stage of learning

School does not subsidise instrumental lessons due to budget constraints. Parents are required to contribute the majority of the cost of lessons and pay termly. Pupils and parents are also required to sign a contract committing to instrumental lessons for 1 year.

There is effective communication between staff and instrumental teachers. Regular contact through brief meetings in school or telephone conversations is held to track pupils' progress and if necessary report any concerns or commendations.

Pupils who learn a musical instrument both within and out of school are encouraged to bring them into school to use within their regular curriculum music lessons. This enables them to share and develop their skills further.

Pupils who learn instruments within school regularly share their skills and development to the school community, including parents, in assemblies and concerts.

Wider Opportunities Scheme for Music

The Wider Opportunities Scheme for Music has been implemented within school (Sept 2005). Solihull Music Service has been employed to carry out this scheme in Year 4, where all pupils learn a string instrument. The instrumental tutors and school music subject leader have agreed a teaching programme for the year and this is delivered in weekly hour-long sessions (over 33 weeks).

School purchased a set of instruments which the children ~~loan~~ borrow over the year.

School is subsidising this scheme and pupils and parents have agreed to and signed a Musical Instrument Home/School Agreement, which protects school instruments used in this scheme.

Pupils put on a concert each year to share progress with parents. During the summer term, Year 3 children and parents are invited to an evening concert to give an insight into what they will be learning next academic year.

The Year 4 class teacher and the music subject leader will evaluate this project over the year and will consult the Head Teacher on repeating/adapting the scheme.

Equal Opportunities & SEN

The music curriculum follows the School's policy to allow equal access to benefits, facilities and services to prepare all pupils to contribute positively to society; to develop respect and understanding; to encourage challenge of stereotypes; celebration of differences and to have high expectation of all regardless of social background, sex, ability or culture.

Home/School Links

As previously stated in other sections, parents and carers are always welcomed to support class or group performances, concerts and assemblies.

Information about topics covered in school each term is sent home in year group/phase group information leaflets.