



Morton Trentside Primary School **Music Policy**

Intent

At Morton Trentside Primary we believe in the power of Music. We understand that it can help us to be happier and more creative, to express ourselves and work as part of a team. We know that it can make us feel more confident, take pride in what we do and improve our self-esteem.

Our aim is to provide a music curriculum, which will enable each child to reach their full potential in music, encouraging children to enjoy singing, listening, composing and performing, and providing all children with a variety of opportunities to take part in musical experiences both in school and further afield.

Through our policy we aim to:

- Ensure a consistent approach across the school
- Make music accessible and enjoyable for all children
- Develop children's appreciation and understanding of music through an active involvement in listening, composing and performing

How we have planned our curriculum:

- Individual year group knowledge and skills expectations have been devised that show a progression from EYFS to Year 6
- Teachers are expected to pitch the intended learning to these expectations each year using the skills and knowledge progression for music.
- Each strand of the music curriculum is revisited annually so the progression of skills and knowledge enables children to be taught skills and knowledge at a higher level than previously taught.
- Where opportunity arises to relate music to other subjects, this is encouraged. Musical instruments (pitched and unpitched) have been planned across age ranges so that children learn some proficiency in Djembe, Samba drumming, Ukulele, Clarinet/Brass, Violin, Recorders and Glockenspiels. (some of these are taught by specialist teachers from the Lincolnshire Music Service)
- We have planned for a number of musicians and musical styles (past and present) to be represented through our listening pieces throughout the year
- Planning each term should include aiming towards performing something to the rest of the school termly. At Christmas and the end of the year, School Productions enable opportunity to perform to a wider, bigger audience.

Implementation

Class teachers are responsible for teaching class music in weekly lessons.

There should be an hour of music taught every week; this may be divided up into smaller lessons or be taught as a whole hour lesson. All children will be taught the skills and knowledge of music as outlined in the programme of study in the national curriculum for music 2014. This is supported by the Model Music Curriculum (March 2021). Planning and teaching of music is supported by Charanga, Sing Up and Music Express.

These are the strands to be covered:

- Play and perform solo and ensemble, using voice and instrument
- Improvise and compose music
- Listen with attention to detail and respond/evaluate
- Use and understand staff and other notations
- Develop an understanding of the history of music
- Appreciate a range of live and recorded music

When teaching Music, teachers should take into account the following principles:

- Learning should be fun so that it is memorable to pupils. Delivery and experiences should be exciting and of a high standard.
- Where possible, children should be playing instruments, listening and responding to music and having musical experiences, which might for example include seeing live performances by other musicians.
- Lessons should also be knowledge and vocabulary rich (see knowledge and skills progressions).
- Time to enjoy the works of great musicians should be given to pupils (this may for example be in assemblies).
- All children will have the opportunity to perform songs, percussion work and their own compositions to a variety of audiences (e.g. in assembly)
- All children will have the opportunity to attend workshops or concerts performed by musicians when the chances arise.
- All children will have the opportunity to learn a range of tuned and untuned instruments as a class taught by the Lincolnshire Music Service staff and their class teacher.
- All children will also be offered the opportunity to learn a range of instruments individually or in pairs/small groups through lessons with a peripatetic teacher, (these will be booked and funded by the parents through Speed Admin (Lincolnshire Music Service). The Music Coordinator liaises with visiting tutors.
- At Key stage 2, the children in the choir will have the opportunity to participate in events, regional or local.

Inclusive musical activities are planned within the timetable and in such a way as to encourage full and active participation irrespective of ability. Children are taught the safe and appropriate way of using equipment, including instruments.

Daily assembly provides an important opportunity for children to perform, share and enjoy music through singing, playing and listening to live and recorded music.

Children are encouraged to perform where appropriate during assemblies, often to parents and family members during the weekly merit celebration. Whole school singing practice takes place each week.

Music will be promoted throughout school during assemblies and in class. A wide range of music from different genres, styles and traditions will be included in planning.

Percussion instruments and music equipment is stored in the cupboard in the hall in addition to a class box of percussion instruments in each room.

Impact

Teachers assess children's work in music by making informal judgments as they observe them during lessons and in discussion with the Lincolnshire Music Service staff who teach class instrumental lessons. They also video record case studies to discuss with the music subject leader to moderate judgments. They use this information for future planning. Teacher assessments relating to each strand will be completed at the end of each year using the school assessment framework.

Equality of Opportunity

All of our children have equal access to music provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing support in lessons. Children who need additional support are identified early and the impact of support is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual plans.

Reviewed by Beth Darby - Music Subject Leader
November 2022