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Elsworth CE (A) Primary School

Music Policy

March 2023

1 Intent and Aims

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in. The teaching and learning of music enables children to better understand the world they live in. It plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The aims of music is to enable children:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- To increase in confidence, sensitivity and creativity in music-making.

2 Teaching and learning style

2.1 At Elsworth School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

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

- by setting tasks which are open-ended and can have a variety of responses;
- by setting tasks of increasing difficulty (not all children complete all tasks);
- by providing resources of different complexity, depending on the ability of the child;
- by using teaching assistants, where possible, to support the work of individuals or groups of children

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with a peripatetic teacher. Peripatetic music teaching is organised and provided by Cambridgeshire Music. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees directly to Cambridgeshire Music. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments. This is in addition to the normal music teaching of the school, and usually takes place during lessons (on a rota), from which children are withdrawn for the duration of the instrumental lesson.

4 Music curriculum planning

- Teachers use the Music Progression of Knowledge and Skills and Curriculum Overview documents as well as other resources to support their planning and teaching.
- We plan the activities in Music so that they build upon the prior experiences and learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work so that there is an increasing challenge for the children as they move up through the school.

5 Music and inclusion

- 5.1** At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access where possible to the full range of activities involved in learning music.
- 5.2** We enable pupils to have access to a full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment for learning

- 5.1** We assess the children's work in music whilst observing them working during lessons. At the beginning of a topic, children complete an assessment quiz. They complete the same quiz at the end of the topic to assess what they have learnt. The teacher's observations enable him/her to make an assessment for achievement and attitude for each child, as part of the child's annual report to parents. Assessed work may be evidence found in sketch books, individual and collaborative work.

7 The Role of the Music Leader

7.1

- Take the lead in policy development
- Ensure key documents such as the Progression of Knowledge and Skills and Curriculum Overview are used to ensure National Curriculum coverage
- Monitor progress in Music and advise the Headteacher on school development points through the subject leader action plan
- Liaise with the Music Governor
- Keep up-to-date with developments in Music education and feedback to colleagues after courses

8 Resources

There are sufficient resources for music teaching in the school. We keep tuned percussion instruments and a piano in the hall. Percussion instruments are on trolleys and can be moved to classrooms when needed. Ipads are used to record children's work. The school uses a variety of resources including the BBC Ten Pieces as the basis for music lessons. Out of the Ark is used for the majority of songs. Other online resources are accessed when appropriate.

9 The school choir/band and musical events

- 9.1** We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The children sing weekly and, although its primary aim is to enable children to enjoy singing together, they also perform in public on a number of occasions throughout the year, for example Church services, concerts, Young Voices, at the O2 arena in London and sometimes for the local communities. There are annual KS1 nativity and KS2 production entertainments for families when music plays an important part. Children learn Spanish songs during their Spanish lessons and perform these songs during class and church celebrations. Once a week, there is the opportunity for children to take part in a band. Children are chosen by staff or can ask to be involved and there are four groups per term who perform for the school at the end of

each term and at the end of the year at the summer fete. The Talent of Elsworth provides children with the opportunity to show off their talents and perform for the school. Recordings of the performances are posted on the school website. In order for children to listen to a variety of music, music linked to our curriculum learning is played to accompany the children as they enter and leave collective worship.

10 Monitoring and review

Provision for music is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning by subject leader/headteacher
- Half termly Subject Leader Assessment and Monitoring (SLAM) sessions
- Discussion at staff and governors' meetings
- Audit of policies and planning resources.
- Sharing of classroom work and practice.