

# New Ash Green Primary School

## Music Policy

June 2020

### **Introduction:**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education will engage and inspire pupils to develop a love of music. This subject is not only a creative and enjoyable activity, it is also a highly academic and demanding subject that also helps children to feel part of a community. Furthermore, Music also evokes strong emotional responses and this plays a vital role in increasing both confidence and self-esteem.

At New Ash Green, we provide opportunities for all children to create, play, perform and enjoy listening to music. Pupils are taught to develop the skills needed to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. Moreover, Music is accessible to all children regardless of ability.

### **The Aims of the 2014 National Curriculum are for our pupils to:**

- 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 and have the opportunity to progress to the next level of musical excellence.
- 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.

### **Breadth of study**

#### **EYFS**

We teach Music across EYFS as an integral part of the EYFS curriculum. We relate the musical aspects of children's work to the objectives set out in the EYFS document. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

#### **Key Stage 1**

The focus of learning in Key Stage 1 is:

- To use their voices expressively and creatively by singing songs and speaking chants/rhymes
- To learn to play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To have opportunities to experiment with, create, select and combine sounds using the interrelated dimensions of music.

## **Key Stage 2**

The focus of learning in Key Stage 2 is:

- To play and perform in solo and ensemble contexts
- To use their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes
- To use the inter-related dimensions of music
- To use and understand staff (stave) and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music
- To develop an understanding of the history of music, drawn from different traditions and from the great composers and musicians.

## **Planning**

Throughout both Key Stages, Music is delivered through the use of **Music Express Online**, a subscribed to resource which allows teachers to plan and deliver lessons with interactive resources. This enables the teaching of music to be more accessible for non-specialists staff members. Staff are encouraged to make cross-curricular links with topics taught in other lessons and resources provided (Music Express Online) help to support this.

- **Long term planning**  
Long term planning is provided by Music Express Online, which is based on the National Curriculum for Music 2013. It is linked closely as possible to topics taught by different year groups, allowing cross curricular links, when possible and ensures progression of skills from Key Stage 1 to Key Stage 2. (See Appendix 1)
- **Medium term planning**  
Each term, every year group is provided with units to follow using Music Express Online. These units have a set focus and cover the key aims of the National Curriculum. Where possible these units link with the topics taught within different year groups.
- **Short term planning**  
The medium term plans support the weekly planning for Music. Lessons from Music Express Online are used and annotated. The teachers ensure learning is accessible to all learners, whether through support in the lesson, by outcome or by task.

In addition to this, **whole class instrument lessons**, taught by experienced peripatetic teachers, take place in all Key Stage 2 classes. This includes ocarinas in Year 3, recorders in Year 4 and violins in Years 5 and 6. The experienced teachers plan and deliver these sessions.

Additionally, there is a weekly singing assembly where pupils are taught new songs and skills. These songs are sung on entry and exits to assemblies.

### **Additional Music Teaching**

Pupils are offered the opportunity to learn the violin, piano or the guitar with a fully professional peripatetic teacher in the form of private individual or group sessions. Parents who want their pupils to participate must purchase or hire the instrument and pay additional music lesson fees. These lessons are in addition to the normal music teaching of the school, but take place during curriculum time.

### **Extra Curricular activities**

In order to enrich our music curriculum further and provide valuable experiences for pupils, New Ash Green runs a Key Stage 2 Choir and an Orchestra club. The choir attends many Christmas Concerts and performs at local residential homes, churches and shopping centres. In the summer term it also works with schools in the area to perform at a local secondary school and a range of summer fairs in the community. In addition to this we run a yearly school 'Talent show' in which pupils are encouraged to showcase their musical talents.

See **Appendix 2** for Annual Music Performance Schedule.

### **Parental Involvement**

We encourage parents to be involved by:

- Inviting them into school three times yearly to discuss the progress of their child.
- Providing parents with a termly newsletter which includes information about their child's learning across the curriculum, including Music.
- Providing parents with a yearly report of their child's achievements.
- Inviting parents to watch their pupils perform in class assemblies and productions as well as in a yearly showcase of music within the school.

### **Inclusion**

As an inclusive school, we recognise the need to tailor our approach in Music to support all pupils at New Ash Green Primary School. Appropriate arrangements are made by the class teacher to accommodate any specific special needs that a pupil may have, thus enabling them to participate fully in Music lessons. This can include providing small group and 1:1 support, as well as differentiation through task and outcome. This inclusive approach aims to build self-esteem and resilience in pupils.

Class teachers also identify pupils who show a particular talent for Music and tasks are differentiated to match specific abilities. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

## **Assessment**

### **Short term**

Teachers make ongoing assessments of children through;

- Asking questions and listening to answers
- Facilitating and listening to discussions and performances
- Making observations and recording performances
- Using pupil self assessments

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

### **Medium term**

Termly assessments are carried out across the school focusing on the key skills for each unit taught. Year groups update the Progression of Skills in Music document for their class. This then informs future planning.

### **Long term**

At the end of term 6 the Progression of Skills in Music document is reviewed for each class. This allows an overview for teachers across the school to plan accordingly.

\*Instruments taught by the peripatetic teachers are assessed by the teacher and these inform future planning and teaching.

## **Resources and display**

- Each class has high quality access to resources such as instruments and online programmes.
- Each class displays key music vocabulary relevant to their age group.
- Subject leader to share resources and updates on Music through staff PDMs.

## **Role of subject leader**

- To lead in the development of Music throughout the school.
- To monitor the planning, teaching and learning of Music throughout the school.
- To provide teachers with support in the teaching of Music.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in Music.

- To organise musical events in the school and at different venues.
- To liaise with peripatetic teachers and organise extra-curricular activities for pupils.