

# Music Policy



## POLICY

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The National Curriculum states that:

***“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”***

At Swansfield Park Primary School, as an Artsmark school, we recognise the benefit that high quality Arts provision can offer to children and as such, our school provides a rich musical offer to all. During their time at Swansfield Park Primary School, children have the opportunity to develop their own musicianship and performance skills, to listen to and appraise music from a range of genres and historical periods and to experience live musical performances that will broaden horizons, inspire and enthuse.

## Aims:

In line with the aims of the National Curriculum for music, at Swansfield Park Primary School, we aim to ensure that 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
- create and compose music on their own and with others
- have the opportunity to learn a musical instrument
- use technology appropriately



- have the opportunity to progress to the next level of musical excellence by accessing teaching and activity beyond school
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre and texture

## Planning:

At Swansfield Park Primary School, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

### Long term planning:

In EYFS, long term planning is based around the Development Matters document for Expressive Art and Design and details creative themes that may be explored. However, these are suggestions only and the curriculum delivered will follow the interests and ability of the children in that particular cohort.

In Key Stages 1 and 2, long term planning details the units of the Charanga music scheme that are to be followed each half term. This programme gives full coverage of the National Curriculum from Year 1 to Year 6.

### Medium term planning:

Within EYFS, medium term planning gives details of the themes that may be covered as part of the Expressive Art and Design curriculum for that half term. Children will then access these themes at the relevant stage according to their progress within the Development Matters document. As with long term planning, the themes detailed will be broad and may be added to according to the needs and interests of the children.

Within Key Stages 1 and 2, medium term planning for music is based on the Charanga music scheme. At medium term planning level, it is broken down into half termly units and gives specific details of the elements of the National Curriculum that are to be covered, activity to be undertaken and/or the intended outcomes. Medium term planning may also indicate possible opportunities to show mastery of maths and English skills and opportunities to learn outdoors. It may also indicate opportunities to perform and expert tutoring that may be delivered.

### Short term planning:

Short term planning is carried out for individual music lessons as part of a weekly plan or as part of a block of music lessons. Based on the Charanga resource,



individual teachers are responsible for the planning of thoughtful, stimulating lessons for their class which may include opportunities to apply English and maths skills and to work outdoors. The school does not have a set pro forma for short term planning but it is expected that staff will detail the intended learning of each lesson, the teaching activities to be used as well as the learning outcomes.

## Music across the Curriculum

At Swansfield Park Primary, we consider it important that children experience a joined up curriculum that is more than just stand alone subject teaching. Through singing, performing and listening to music linked to different historical periods, places in the world, cultures and religious celebrations, opportunities are provided for children to make links in their learning.

## Educational Visits

There is no better way to experience music than through a live performance and so opportunities are provided for all children during their time at Swansfield Park Primary. Not only does this address the National Curriculum and EYFS programme of study but it also enthuses and inspires children to develop their own musicianship.

## A Singing School

At Swansfield Park Primary School, we recognise the huge benefit that singing can have upon a child's general well-being and because of this, children have the opportunity to sing many times during the school week. All children from Reception to Year 6 participate in a weekly whole school singing session and assemblies regularly begin with an opportunity to sing together as a school. Children sing and perform together at key times in the school year such as Harvest, Christmas, Easter and the end of the summer term.

Children within EYFS sing together on a daily basis and these songs are often related to seasons, the weather or are class favourites that children enjoy again and again!

Across school, the online singing programme Singup is available to staff so that they can choose songs for their class to sing that may enhance other areas of the curriculum or again, may just be class favourites!

All children from Reception to Year 6 have the opportunity to join the school choir that meets on a weekly basis and performs regularly within and beyond school.



## Teaching and Learning

At Swansfield Park Primary School, we use a variety of age appropriate teaching strategies to cater for the varied learning styles of our children.

In the Early Years, musical opportunities are taught and provided as part of the Expressive Arts and Design strand of the EYFS and it is likely that they will also involve movement, imaginative play, visual art, constructing and storytelling. These opportunities will be based upon the children's interests as well as themes introduced by the teacher or practitioner. Importance will be placed upon process rather than product and children will be encouraged to make their own responses rather than completing a prescribed activity.

Within Key Stage 1 and 2, emphasis is placed upon the development of both musical skill and knowledge. Teaching based upon the Charanga scheme provides progressive and engaging sessions through an integrated, practical, exploratory and child-led approach to musical learning. Within this, the interrelated dimensions of music are woven through each unit to encourage the continuing development of musical skill, composition and performance.

During music sessions, pupils work individually, in mixed ability groups and collectively as a class. In addition to this, when preparing for performances, children may also work together as a year group, key stage or whole school.

The natural, outdoor environment may be used as part of the curriculum in EYFS and Key Stages 1 and 2 as children develop their own musical instruments and play and perform using these. Inspiration for composition work may also be taken from practical experience in nature.

ICT is essential in supporting the teaching and learning of music and in motivating children's learning. Each classroom has a PC connected to an interactive whiteboard to allow access to Charanga as the basis and starting point for learning. Teachers are also provided with a laptop to support their planning and provision. The school also has a central Learning Hub with timetabled computer access. It is resourced to accommodate a class of children for musical learning and experience. Access to sets of iPads within each key stage is also available to support teaching and learning within the curriculum.

At Swansfield Park Primary school, we recognise the benefit of children being taught by expert music tutors. As such, the school offers tuned instrumental tuition to children in lower KS2 on a regular basis throughout the school year. In addition to this, during their time in EYFS, KS1 and upper KS2, children will receive expert musical tuition as opportunities arise locally.



The school employs private music tutors and children have the opportunity to access tuition on an individual or small group basis. Parents/carers are invoiced by the tutors for these sessions. For children in receipt of Pupil Premium funding, music tuition can be funded if it is felt that this will enhance and improve their education.

## Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Swansfield Park Primary School. It is believed that formative and summative assessments are important in fully understanding the depth of a child's musical knowledge and understanding, and that a balance of both quantitative and qualitative sources should be used when making such judgements.

At Swansfield Park Primary School, the key sources of assessment in music are:

- informal annotations which inform future planning
- discussions with individual / groups of children
- photographs and videos of children's work
- assessment for learning strategies: peer and self-assessments
- feedback to children regarding their performance and composition work
- music progress sheets (Y1-6)
- EYFS Development Matters Document
- EYFS end of Reception profile

## Marking:

Most of the feedback that children receive about their progress and achievement in music sessions is verbal. A continuing dialogue of discussion, questioning and feedback as musical activity is undertaken is essential. This ensures that children's knowledge and skills progress and they understand what they have done well and what they need to do to improve.

At Swansfield Park Primary School, we believe that children should be actively encouraged to participate in the feedback process, either through self and peer assessment opportunities, or by responding to the teacher's feedback.

Teachers are responsible for ensuring that children are given prompt feedback on the work they have done. Whenever possible, misconceptions will be dealt with quickly during or after a lesson by speaking to individual children/groups. Equally the misconceptions noted may provide the content for next lesson.



## Resources:

Resources are stored centrally in the music cupboard. They are audited, checked and updated annually. Areas of need are monitored and equipment purchased in line with needs using the school's annual subject bidding process.

All staff have a user name and password for the Charanga scheme which provides the backbone to the music curriculum in Key Stages 1 and 2. Staff also have access to log in details for Singup which provides a song bank for class singing which can be used to support cross-curricular learning.

Both the school hall and the studio can be used for musical and performing activities. The hall has a piano and sound system and the studio has an electric keyboard that can facilitate teaching and performance.

Additionally, each key stage has access to a bank of iPads and apps such as Garage Band may be used by individuals or groups of children to assist with composition work.

## Continuing Professional Development:

All staff are encouraged to develop, assess and improve their teaching of music. Where a member of staff feels a need for particular CPD, discussions should take place with their line manager as part of their Performance Management.

At Swansfield Park Primary School, we encourage staff to attend school based CPD as well as external training courses advertised through the online e-courier. We also involve staff with policy and decision making as well as providing opportunities for in-school coaching where staff can both work with, and observe other colleagues.

The subject leader for music regularly attends Music Partnership meetings which offer training and the opportunity for professional discussion with other subject leaders within the partnership.

## Monitoring and Evaluation:

It is the responsibility of the music subject leader to:

- Review changes to the National Curriculum and EYFS requirements and advise on their implementation.
- Attend relevant CPD courses for music as appropriate in line with the school development plan.
- Liaise with Music Partnership North and private music tutors to co-ordinate music tuition within school.





- Plan for and ensure that all children in school experience live musical performances each year.
- Produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.
- Monitor the standards of children's music work. This involves lesson observations, work scrutiny (this is likely to be through videos/live performances), learning walks, pupil interviews, data analysis and planning reviews.
- Carry out an annual audit of the school's music resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively. Resources can then be bid for and purchased.
- Collate 'End of Year Progress Sheets' and set new priorities for development of music in subsequent years.
- Produce an annual report summarising progress in this area of the curriculum.
- Endeavour to involve parents/ carers in their children's learning in and through music.

## Review of the policy

This policy has been formally adopted by the governing body.

### VERSION HISTORY

VERSION	DATE	DESCRIPTION
This Version	March 2018	Adapted into Swansfield Park Primary School

### APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		
Approved by	Bill Grisdale	Governor		

DATE OF NEXT REVIEW

