

Lewknor C of E Primary School

Music Policy

November 2020 - November 2023

Introduction

At Lewknor Primary School we make music an enjoyable learning experience. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life.

Intent

Our intent is to encourage all pupils to:

- Be motivated to enjoy and succeed in music and enjoy enhanced well-being through music
- Develop musical skills and concepts through listening, appraising, performing and composing
- Develop social skills through co-operation with others in the shared experience of music making
- Develop an understanding of musical traditions and developments in a variety of cultures.

Opportunities are created for pupils to:

- Learn to play a musical instrument before they leave Lewknor Primary. Children in Lower Juniors have opted to learn to play the cornet for the past two years, learning to play this instrument in whole class ensemble lessons.
- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Participate in small group or individual musical tuition on chosen instruments using peripatetic music teachers.

- Perform to wider audiences of parents, local community and other schools at end of year productions, assemblies and Christmas shows.

All children at Lewknor follow a program of progressive skills in music, as in our progression of skills and knowledge document. These take place in discrete music lessons and also as a means of communication in other wider curriculum subjects.

Implementation

We deliver a music curriculum which meets the 2014 music curriculum programme of study and which follows our progression of knowledge and skills document. Teachers plan lessons for their class using our progression of knowledge and skills document, adapting it to their class's interests and wider curriculum stimuli.

- Teachers' plans indicate the focus for each unit of work and assessment opportunities are identified;
- Teachers plan using the current schemes from Musical Express, with the exception of Y3/4;
- Y3/4 receive weekly lessons in playing the cornet, delivered by peripatetic teachers from Oxford Music Service (Wider Opportunities);
- Music contributes to the wider aims of Primary Education including: RE, English, computing, P.E, art, and P.S.H.E.

Early Learning Goals

Exploring and using media and materials - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of instruments and techniques.

Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music, dance and stories.

Key stage 1

Pupils should be taught to:

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

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

(Music programmes of study: key stages 1 and 2 National curriculum in England Sept 2013)

Impact

Music can develop skills, attitudes and attributes for life, and that can support learning in other subject areas that are needed for life and work skills – e.g. mental well-being, listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

The impact of our music curriculum will be measured against the children's enjoyment of the subject, in addition to their progress, based on our knowledge and skills progression documents.

We measure the impact of our curriculum through:

- Initial assessment before each topic (understanding, vocabulary, basic skills);
- Assessment of work against statements in our progression of skills and knowledge document;
- Evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in music will be assessed half termly, at the end of each unit;
- Annual reports for parents – a statement for music is based on the extent to which a pupil has achieved against N.C. attainment targets and our progression of skills and knowledge document.

Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

Resources

- Instrument Boxes (tuned and untuned percussion, including 4 djembe drums; class set of recorders)
- 3 keyboards
- 18 cornets for use by Y3/4
- Specialist music teacher ½ day per week (Y3/4).

Health and Safety Issues

- Using instruments appropriately.
- Electrical equipment will be PAT tested regularly.
- Equipment is treated carefully, with respect and kept clean for all to enjoy safely.

Roles and responsibilities of the subject leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of music teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the music budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- to review regularly the contribution made by music to a meaningful curriculum.
- to monitor the implementation of the policy regularly.

Review

This policy is monitored through:

- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires.