



# Music Policy

This policy was formulated in consultation with the staff and governors of Marton Manor Primary School in May 2020. It will be reviewed in 2022 or earlier if necessary.

## **Rationale**

Music at Marton Manor Primary School is highly valued, not only because of the skills it can allow children to develop but also due to the enjoyment that every child can gain from the subject. We provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum purpose of study which states:

“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.”

*National Curriculum 2014*

## **Our Aims**

- To encourage our children’s understanding and enjoyment of music through an active involvement in listening, composing and performing;
- To provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;
- To help children develop an awareness of musical traditions and developments from a variety of cultures.

### **The new aims of the National Curriculum (2014) are also set out as follows:**

The national curriculum for music aims to ensure that all pupils:

- 1) 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
- 2) 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
- 3) 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.

## **Teaching & Learning**

At Marton Manor, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children’s ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

We aim to meet as far as possible the requirements of the National *Curriculum*. Pupils’ understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to recognise the musical elements of:

- Duration
- Dynamics
- Pitch
- Tempo

- Timbre
- Texture

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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support the work of individuals or groups of children.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised TVMS and parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as oboe or clarinet. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

## **Music Curriculum Planning and Cross Curricular Links**

### **EYFS & KS1**

At Marton Manor we use the Music Express scheme of work for music as the basis for our curriculum planning in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). The Music Express scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

The Music Express scheme of work links quite closely to the Early Learning goals in the Early Years Foundation Stage and the objectives in the 2014 National Curriculum. However, teachers also have access to other ideas and resources and are expected to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

In addition, teachers in EYFS and Y1 have input from Tees Valley Music Service and follow the First Thing Music scheme to support their teaching through CPD and team teaching.

### **KS1 & KS2**

A Music Specialist from TVMS delivers sessions to pupils in Key Stage 1 (KS1) and Key Stage 2 (KS2). In KS1 and Year 3, these sessions are in addition to lessons taught throughout topic work and a cross-curricular approach to learning.

TVMS plan and deliver weekly sessions to these classes for one term during the academic year. Pupils in Y3 also receive tuition to play the recorder.

In Upper KS2 (Y4-Y6), a Music Specialist from TVMS plans and delivers weekly music lessons throughout the academic year. Children in Y5 and Y6 also have the opportunity to learn to play the Ukulele.

## **Assessment for learning**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings may be made of live

musical performances for the children to use as self-assessment. Other sound based methods are also employed to capture children's performances.

On completion of a piece of work, the teacher will assess the work and give oral or written feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Assessment is used as a tool for helping children to make future progress. Individual class teachers will keep samples of children's work for their own evidence.

## **Inclusion**

Music is a subject that is accessible to all abilities and it is very important that every child is able to access it. Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation.

Most musical activities work well as class lessons and are appropriate for all children of any ability. In music, it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed and all teachers at Marton Manor endeavour to promote the confidence and abilities of every child. Children are assisted with being taught through a wide range of teaching styles i.e kinaesthetic, visual and oral.

Children are also encouraged to learn songs from other cultures to broaden their own understanding of the wide world and ensure that every child at the school feels included. In addition to this we have a wide range of musical instruments from other countries that all children have the opportunity to play and give them an insight into music from all around the world.

In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs. In this way we offer opportunities for enrichment and extension activities in existing music lessons, and possibly in additional or different lessons.

## **Musical Events at Marton Manor**

We believe that music enriches the lives of people, and so we endeavour to involve as many children as possible in musical activities. Every year, children are given the opportunity to participate in our termly productions which allows them to showcase their musical abilities. These events include whole school singing; performances from the school's choir, Christmas Carol Services and Nativities, TVMS Sing Up Events, Easter assemblies and productions and a KS2 Summer Performance held at the local Church Hall.

We also provide other special opportunities for children to perform, such as assemblies celebrating various festivals and we also have informal performances, e.g. singing or instrumental performances to celebrate the achievements of the children.

## **Health and Safety**

Large instruments should only be moved with a trolley and under supervision and no children should have access to the music cupboard without supervision.

Any instrument that is blown should only be used by one pupil and then cleaned with Milton in warm water.

Teachers should ensure that electrical equipment is used adjacent to power points and the children should be warned to take care around the wires.

## **The Role of the Music Subject Leader**

- The Music Subject Leader will take responsibility for monitoring the standards of children's work and the quality of music teaching in school.
- The Music Subject Leader will support colleagues where needed in their teaching and advise on appropriate staff development training where necessary. The Music Subject Leader will also keep staff up-dated with examples of musical activities and useful teaching resources.
- The Music Subject Leader will ensure that the Scheme of Work is in use throughout the year groups, and will help with implementing this.
- The Music Subject Leader will keep samples of children's work in a portfolio, which will be used to demonstrate the level of achievement in music in school.
- The Music Subject Leader will keep updated about current developments in Music, through attending various training sessions and accessing a range of resources. This will enable the Music Subject Leader to provide a strategic lead and direction for this subject in the school.
- The Music Subject Leader will take the lead in/support in the teaching of new songs during assemblies
- The Music Subject leader will lead the school choir alongside the TVMS specialist teacher and organise both internal and external performances for the school's choir.
- The Music Subject Leader will maintain the music room and instruments.
- The Music Subject Leader will liaise with the Tees Valley Music Service and peripatetic music teachers.
- The Music Subject leader will organise termly musical assemblies/concerts.
- The Music Subject Leader will ensure that children are exposed to external musical performances and will take responsibility for organising any trips.
- The Music Subject Leader will carry out any necessary risks assessments for music related trips.

Regular reports will be given to governors

Class teachers will support the Music Lead by providing complementary activities as appropriate. They will also provide support with educational music trips and activities.

TVMS will provide planning and contribute to pupil assessment as well as contributing to annual reports.