



Marsh Green Primary School



Music Policy

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Achieve Believe Celebrate

'Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as literacy, numeracy and language.' (DfES)

Aims

At Marsh Green Primary School, we value music as a powerful and unique form of communication. We strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching and experiences, supporting and encouraging children to achieve their full potential. This policy reflects the school's values and philosophy in relation to the teaching and learning of music. It is intended to help us monitor and evaluate our practice. It is also intended to communicate our practice to others (e.g. parents, governors, new staff members, students and inspectors).

By engaging children in making and responding to music, music teaching at Marsh Green Primary School offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of music.
- Acquire the knowledge, skills and understanding needed to compose, play, appraise and perform music.
- Develop enjoyment, imagination and creativity through music.
- Develop awareness, understanding and appreciation of the richness and diversity of music in world cultures, styles, times and historical periods.
- Develop opportunities for children to perform to the school and the wider community.
- Develop skills that can support learning in other areas. This includes listening skills, concentration, creativity and self-expression, intuition, perseverance, self-confidence and sensitivity towards others. It can also give children the opportunity to express feelings that cannot easily be put into words.
- Develop and extend their own interests and talents.

Organisation

- Music lessons should be provided on a regular basis, termly throughout the school year and planned in such a way as to encourage full and active participation and enjoyment by all children. Musical sounds should be the dominant language of musical teaching and learning.
- Teachers should teach the knowledge, skills and understanding in ways that suit their pupil's abilities. This may mean choosing elements of knowledge, skills and understanding from earlier or later stages to enable individual pupils to make progress and achieve. The children should be increasingly challenged as they progress through school in line with their own ability. The National Curriculum programmes of study set out what most pupils should be taught at each stage.

EYFS, year 1 and year 2 - Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory. They add simple accompaniments and create short composition. They explore the way sounds and silence can create different moods and effects.

Years 3-6 - children sing songs and play instruments with increasing confidence and awareness of their own contribution to a group or class performance. They improvise and develop their own musical composition, in response to a variety of stimuli. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Planning

Within the long term plan for music, units are linked with other areas of the curriculum when possible. For example, English, history and geography units might be linked to BBC 10 Pieces or BBC Schools Radio units of work.

Year 3 have a Bamboo Tamboo unit and training delivered by Wigan Music Service.

Percussion Wider Opportunities (Wigan Music Service) is delivered to year 4 covering tuned percussion, samba and African drumming.

Year 5 learn recorders and have an instrument provided by school for the year.

Can Do Music is currently delivered to nurture and resourced children through Wigan Music Service.

Assessment and Recording

Children's work is evaluated through questioning, observation and listening to responses during practical/oral work, work is also recorded children's manuscript books in year 5.

Teachers can then make a judgement about pupil's musical skills and understanding in relation to the National Curriculum level of attainment. This, in turn, will inform future planning.

Children are also encouraged to make age appropriate judgements about how they can improve their own work/performances or that of a peer through self and peer assessment opportunities.

The monitoring of the standards of children's work and the quality of teaching and learning in music is the responsibility of the subject leads. The work of the subject leads also involves supporting colleagues in the teaching of music, being informed about the current developments in the subject and organising training and direction for the subject as appropriate.

Specially allocated management time allows for review of planning and work and to undertake lesson drop-ins across the school.

Resources

To support the planning and delivery of music staff have access to: a whole class set of musical instruments; a class set of bamboo tamboo; wider opportunities instruments; recorders and manuscript books; Out of the Ark (stored on the school staff shared drive)

Other resources e.g. BBC School's Radio, BBC Bitesize, BBC Bring the Noise and BBC 10 Pieces are made known to staff in order to help facilitate planning.

Monitoring and Review

The co-ordination and planning of the music curriculum are the responsibility of the subject leaders, who also support colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject. Leads will ensure there will be a music focus for staff meetings when needed. Standards of teaching and learning will be assessed using books, recordings/pictures, pupil voice and lesson drop-ins.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures: