



EDWARD THE ELDER
Primary School

Edward The Elder Primary School Music Policy

Subject leader and Curriculum Co-ordinator:

Mrs K Worton

Deputy Head: Mrs R Wood

Executive Head Teacher: Mr K Grayson

Policy reviewed by the Governing Body:

Spring 2017

Edward The Elder Primary School

Music

Policy Statement

Edward the Elder Primary School is a one form entry primary school. The school is part of the Elston Hall Multi Academy Trust (December 2016). It is very close to Wednesfield town centre and it serves an area with a high degree of deprivation. The school has a high proportion of pupil premium children and 30% of pupils are from minority ethnic backgrounds, 90% speak English as their first language.

Type of school: Primary
Age range of pupils: 3 – 11
Number on roll: 236

School category: Academy
Gender of pupils: Mixed

Edward The Elder Primary School: Our Shared Vision:

At Edward The Elder Primary School we recognise the importance of teaching British values in line with the definitions identified in the ‘Prevent Strategy values’ 2011

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is Music?

Music is a foundation subjects in the National Curriculum. It is recognised as a powerful, unique form of communication that can change the way pupils think and act. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an

important part in helping children feel part of a community. We provide opportunities for all children to listen to, create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

Local and National Guidance:

The teaching of music at Edward The Elder Primary School is based on the framework within which we aim to deliver art at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

This policy and our planning of music are in line with guidance from the DFE and follow the most recent changes to the National Curriculum, including the purpose of study and National curriculum aims:

National curriculum aims

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

- 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.

National curriculum purpose of study

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.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning Teaching and Learning

Teachers will plan varied and suitably challenging music activities in line with the National Curriculum. In both KS1 and KS2 music will be incorporated into half-termly blocks. In the Foundation stage, music skills are taught through Knowledge and Understanding of the World.

Medium Term Planning

Teachers will use the *Charanga Musical School programme* (supported by the Wolverhampton Music School) to follow a week- by-week scheme of work for each year group. The programme provides teaching plans, resources and stunning whiteboard resources for every lesson, which is ideal for non – specialist music teachers.

The planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate, are taught:

National curriculum subject content

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.

Resources

Pupils will be encouraged to select and use a variety of resources including:-

- tuned and untuned instruments
- keyboards
- recorders
- ukuleles
- a range of musical styles to listen to in class or in assembly.
- Digital recorders.

Cross Curricular links

Some aspects of Music are taught through other subjects.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Computing

Computing is used in music where appropriate. Children use computer programmes to compose music (Charanga). They use the internet and appropriate CD-Roms to enhance their multi-media PowerPoint presentations.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively together, building up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Edward The Elder Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Assessment, Reporting and Recording

(National curriculum attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.)

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, level descriptors and 'I can' statements will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each half termly unit of work (using the age appropriate skills assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

Children will be given suitable instruction on the operation of all equipment before being allowed to work with it. Musical equipment should be stored in a safe and appropriate area of the school. Teachers should make sure children are aware of the needs to maintain equipment carefully and to return them to the correct location. They should be strictly supervised in their use of equipment at all times. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. They should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Staff at Edward The Elder work in accordance with the Health and Safety Guidelines. For further details see the Health and Safety policy.

The role of the Music Co-ordinator

- Act as Leader for Music; leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in Music
- Support and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review

- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Create reports and action plans for a range of audiences; Governors, Leadership Team etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to Music and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Head teacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Edward The Elder Primary School we are reviewing our planning of art in line with the changes to the National curriculum. Our new medium term plans will be used to teach pupils with immediate effect. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum occur, these will also be incorporated into our planning.