



Crudgington Primary School Music Policy 2022

Maths Policy - Document Status

Date of policy creation	26.04.20	✓	Named responsibility	Jill Turner
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Music Intent Statement

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 different genres of music from different eras.

As a school, children are given the opportunity to perform to an audience, sing with others and participate in musical theatre through extra curricula activities. Aural performances to parents take place throughout the academic year.

The national curriculum aims are:

- 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.

Implementation & Organisation of Music

As a school, music is taught through TACT, and children are exposed to different genres of music from EYFS to Year 6. Children are also taught singing, through music lessons, and are given the opportunity to perform, orally, in front of an audience during the school year. Weekly music assemblies develop whole school vocal performance.

Music is carefully planned to ensure both coverage and progression of skills. Music is taught weekly in each class base. Peripatetic teaching, which is privately funded by parents, is available for guitar, violin, keyboard and clarinet.

EYFS

Within Early years, children should be exposed to music as part of their learning through play.

They should also have opportunities to:

- Create movement in response to music
- Sing and makes up simple songs
- Make up rhythms
- explore untuned instruments by use of a music wall or similar
- listen to and develop an awareness of how music impacts feelings (music through art)
- perform to an audience

Key Stages 1 & 2

In Key stage 1 Pupils should develop on their early years creative music and start to perform in small groups. 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.

In Key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should also 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

As a school, all staff have access to TACT Music which provides detailed coverage of music for all year groups, enabling access to different genres of music, using technology to compose music and generate rhythms.

Assessment – Measuring Impact

Skills development and coverage is completed termly by class teachers. Skills are developed in each class to ensure progression.

Inclusion and Equal Opportunity

Crudgington's curriculum planning will ensure that all pupils have an equal opportunity to take part in the full scheme of work and its associated practical activities. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

It is important that pupils are given the opportunity to realise their full potential. Differential activities provide for a range of tasks, which are appropriate to the individual to ensure such personal development. In this, careful consideration has to be given to pupil task groupings, which fully takes in to account their strengths and weaknesses to ensure the fullest participation of all. This should benefit individual confidence and self-esteem.

Children with SEND access music lessons within the class, however, some children, particularly those with sensitive hearing, may require ear coverings.

Subject Leader Role/ Monitoring and Review

The main tasks of the co-ordinator are listed below. Increasingly, the role will include the support of class teachers in supplementing Music provision in order to improve the quality and continuity of music teaching across the school. The co-ordinator is responsible for:

- Providing support and training to staff
- Liaising with the staff and keeping them informed
- Discussing progress in music and any issues as they arise
- Writing and reviewing the music Policy
- Co-ordinating the use of classroom resources
- Keeping up-to-date, through reading and attending relevant courses
- Monitoring the impact of music teaching through work scrutiny and pupil voice

Policy Review

Policy to be reviewed every 2 years.