



Music Policy

November 2023

Review date: November 2025

S. Norman

1. Introduction

This policy reflects the school values and philosophy in relation to the teaching and learning of music. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment.

2. Aims

- To enable children to use and understand sound as a medium of expression and communication.
- To offer pupils an opportunity for aesthetic, expressive and creative development.
- To assist each child to co-operate within a group and develop a positive self-image.
- To encourage enjoyment of music and to develop individual interest and abilities in making and appreciating music.
- To develop a spiritual awareness by listening to a range of music compositions.
- To ensure that all children have their rights met, their right to freedom of expression and thought, education, leisure, and culture.

3. Objectives

- To ensure that pupils develop and practise the main musical skills and concepts in a progressive way.
- To develop pupil's ability to perform and compose with understanding.
- To use practical work to enhance understanding.
- To allow pupils to experience a wide range of music for them to develop:
 - a) Listening and appraising skills
 - b) Knowledge of musical history and a variety of other musical traditions.
 - c) Spiritual awareness – experience which may not be verbalised.

4. Music intent statement

Our music curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding. We want our pupils to:

Love learning about music and how it develops creativity, self-confidence, expression, and a sense of achievement.

Achieve their full potential by learning to sing, compose and perform alone and with others both in and outside of school.

Develop curiosity by exploring music across a range of historical periods, styles, genres, traditions and how music is created, produced, and communicated.

Have fun by learning how to play a musical instrument.

Be inspired by the work of musicians and great composers from the past and present.

Have memorable experiences by performing, listening, and evaluating a wide range of music.

Learn life skills by understanding how music can enrich their own lives and those of others.

Develop as individuals by providing challenge, support, and inspiration.

5. National Curriculum

Music is a foundation subject within the National Curriculum. The delivery of music throughout the Key Stages is taught using National Curriculum objectives and key skills. The school currently uses Charanga's configurable music teaching and learning platform from Reception- Year 6. We use specialist teachers from Conyers and TVMS to teach units of the curriculum. The implementation of the study units ensures a continuity and progression of skills, knowledge and understanding across the school.

6. Planning

The planning format consists of:

- a) Long Term Plans – whole school coverage
- b) Medium Term Plans – (½ Termly) identifying learning objectives.
- c) Short Term Plans – weekly identifying weekly objectives and classroom activities.

Plans are available on the school network.

7. Cross – Curricular Links

In KS1&2, links are made to History, Geography or English topics when appropriate.

8. Early Years

Nursery and Reception are taught music and work towards the Birth to Five Matters and Early Learning Goals. Clear learning steps are found in the section EAD (Expressive Art and Design). Music in the forms of singing, dancing, composing, and developing listening skills and an awareness of rhythm occur daily in EY and form an essential part of daily routines. Strong links are made with Literacy.

9. Assessment

Staff assess children's work every half-term through observation, making videos of the children composing and playing music, by implementing quizzes and taking photos of the children. Teachers assess the children's work

against learning objectives and key skills for the year group outlined in the Charanga units of work. Clear guidance is given to support staff to make their judgement. Staff record in a table every half-term is the children are working below ERE, at ARE or above ARE. They use this information to plan the future work for each child and to assess progress as part of the annual report to parents. Evidence of the children's work is kept in the shared area. This provides a standard for the expected level of achievement in music in each year of the school.

10. School Self-Review

As part of the SSE cycle, the Music leader will monitor planning, teaching, assessment, progress, and attainment. Examples of children's work (videos and photographs) are kept on the shared area.

11. Staff Development

The development of staff is in line with our school's aims and objectives. Staff are encouraged to improve their own performance and that of others and are encouraged to learn and develop effectively.

12. Tees Valley Music Service

Year 4 have samba drum lessons from TVMS. This is a package we buy into.

13. GoMusic

We buy GoMusic services from Conyers School. Specialist music teachers spend half a term with each class from Reception to Year 6 teaching a unit of work. GoMusic also provide peripatetic music lessons.

14. Peripatetic Music Service and Highly Able club at Conyers

GoMusic offer woodwind, strings, drums, keyboard and guitar lessons to the children. Specialist teachers come into school and offer tuition to the children during the school day. Conyers also offer a Highly Able after school club for a group of school musicians. The children play in a band alongside other primary schools in our local area.

15. Musical performances

All children can participate in musical productions and class assemblies. Year 6 produce their own production during the summer term. We take part in some collaborative singing events with other local schools.. Children in EY and KS2 produce a musical performance at Christmas each year. KS2 sing Christmas carols for their parents.

16. Special Educational Needs

All children have access to the music curriculum, with differentiated activities where appropriate. Teaching Assistants will work closely with our children with SEN in a supporting role where appropriate.

17. Equal opportunities

17.1 All pupils regardless of gender, race, colour, ethnic origin, disability or any other relevant factor will have access to the Music curriculum.

17.2 As many children as possible throughout the key stages can participate in performances which take place in school during the autumn term.

18. Partnership with Parents

Parents are encouraged to participate in their child's education. They are informed of musical topics at the beginning of the year and are invited to a 'Welcome to Year' Meeting. Children in EY are sent a half-termly newsletter. During the end of Year Report to parents, parents of KS1&2 children are informed of their child's progress, attainment, and attitude in Music.

19. Liaison with LA & cluster schools

The music leader takes part in LA initiatives and attends cluster meetings with other local schools. Meetings focus on different topics each time including assessment and moderation. Staff access suitable websites to keep up to date with developments in Music.

20. Resources

All resources such as instruments and books are stored in the cupboard in the reprographics room. Large musical instruments such as drums are stored in the resource cupboard. Resources specifically for certain year groups are stored in classrooms.