

Thorn Primary School



Music Policy

Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and plays 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 supports the children in understanding the world in which we live. Besides being a creative and enjoyable activity, music can 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 create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are to enable all children to:

- 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 use their voices.
- have the opportunity to learn to play a musical instrument.
- use technology appropriately.
- create and compose music on their own and with others.
- understand and explore how music is created.

Implementation

Teaching and Learning including Curriculum, Planning and Organisation

All teachers have an outlined scheme of work provided by Lancashire Music Service 'Charanga' and Kapow'. These schemes of work encompasses all aspects of the National Curriculum for music; being taught either as discrete lessons or as part of a wider topic-based approach, dependent upon the content being delivered. The music schemes are modern, comprehensive, whole school digital resources to aid teaching the new primary music curriculum. We ensure continuity and progression in our Music Curriculum through the use of direct teaching, practical activities, visiting musicians and opportunities to perform.

The profile of music is still being raised throughout the school. This will be achieved via school productions, singing in assemblies, music lessons via Lancashire Music Service, class performances and a school choir.

In teaching Music, a range of teaching and learning experiences should take place with all learning styles considered. The teachers will use the units outlined by 'Kapow', providing active, engaging and purposeful lessons and activities for children of all abilities. The interactive whiteboard is used to deliver the music scheme.

Music should be shared through a variety of means and a positive relationship fostered with home, school and the wider community. As part of the current Music provision within school, we will continue to focus on developing a shared musical culture within school to foster both higher level cognitive skills and a sense of community. There will also be provision for extra-curricular musical activities implemented within the academic year, including shows and performances to involve the local community.

Early Years

At Thorn, we believe that Music experiences in the early years are vital for the children to develop competent speech and language and a shared, cultural identity. Music resources are accessible via portable banks which allow children to access instruments through planned continuous provision. The nature of the Early Years Foundation Stage allows Music to be incorporated into a wide range of areas and is planned for where Music makes a difference to a child's development.

Impact

Assessment, Recording and Reporting

The principles for assessment for learning will underpin the assessment of Music. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future

planning. Information is shared throughout the school through display, celebration events, newsletters, reports, and the school website. Children will also be encouraged to evaluate their own and others' work in a positive and supportive environment. Assessment for Music is completed using the Skills and Knowledge Sheets.

Monitoring

Regular monitoring of all aspects of Music informs the subject leader and subject development plan on a regular basis. The Music Subject Leader will aim to use a variety of monitoring strategies including: discussion with children, observation of learning environments, aspects of teaching, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression and skills.

Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All pupils, irrespective of gender, ability, ethnicity and social circumstances should have access to Music and make the greatest possible progress. In order to do this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to Music will be promoted by all. All items put in place will be in line with the schools Inclusion policy document.

Resources

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum. Audits are planned and undertaken by the Music Subject Leader in order to ensure that the school is comfortably equipped to meet the needs of its learners.

Future resources will be accounted for in the school development plan for Music, which will be reviewed annually. The Music Subject Leader, in consultation with teaching staff, ensures that the deployment of Music resources will be effective and valuable to the teaching and learning of Music. Specifically, class sets of glockenspiels have been acquired to link with the 'Charanga' recommendations.

Professional development and training

Effective implementation of this Music policy is subject to staff being adequately trained and competent in all areas of Music. In order to meet the needs of staff in the school, regular audits will take place by the Music Subject Leader which will inform future training needs. Training will be provided through a variety of sources including Local Authority Advisers, External Training Agencies as well as in school training from the subject leader. Training sessions for 'Charanga' have been held at school to train all staff and further training has been accessed at Charanga Music Hubs.

Health and Safety

All health and safety requirements are met in the school. Equipment is maintained to the meet agreed safety standards.

Roles and Responsibilities

The senior leadership team has the overall responsibility for Music; however the subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching. All stakeholders will work together to ensure the implementation of the Music policy.

Monitoring and Evaluation

The Subject lead, Curriculum lead and Assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for Music. The subject leader is responsible for evaluating the strengths and weaknesses in the subject and indicate areas for improvement.