

## Policy for Music



### Rationale

We believe that music is a creative and enjoyable activity which is a powerful and unique form of communication that can affect the way pupils think, feel and act. Our music curriculum engages and inspires pupils to develop a love for music and their talent as musicians, and so aims to increase their self confidence, creativity and sense of achievement. It brings together intellect and feeling which enables personal expression, reflection and emotional development. It is an integral part of culture and it helps pupils to understand themselves and relate to others through creating a real sense of belonging.

### Aims

Our curriculum 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.
- Create and compose music on their own and with others.
- Have the opportunity to learn a musical instrument.
- Use technology to support composition
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Outcomes

Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are 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 applying the interrelated 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

## **Organisation**

All classes have an hour weekly music lesson delivered by the class teacher but supported by the subject lead. Children participate in a weekly combined SMSC and singing practice for all year groups. Topic and “special event” songs taught in singing assemblies are available for use by all staff with their classes.

A variety of teaching methods will be used including:

- Teaching of singing
- Playing a variety of tuned and untuned instruments
- Listening to a range of live and recorded music from different times and cultures
- Learning to use different types of notation
- Providing stimuli for improvisation and composing
- Using technology to record performances and compose. Google band lab is used to support composition.
- All children have the opportunity to engage in extracurricular music activities either in clubs during or after school with the Lead teacher of music, other school staff or visiting peripatetic music teachers. Music groups are organised for all children throughout the year to encourage music making, performance, team skills and enhance musical learning. Individual music lessons are provided by the Luton Music Service with visiting instrumental teachers who come into the school to teach the children on a 1:1 or group basis.

All music making in clubs ~~is~~ are geared towards a performance either in school or the local community.

## **Assessment, Recording and Reporting**

Formal assessment of music takes place every half term by class teachers. The unit of work is evaluated by class teachers and this is shared with the subject lead. Summative assessment is used throughout music lessons to ensure pupil’s musical understanding is progressed. These assessments are informed through the use of recordings and observations of group and individual work.

The annual report to parents includes statements on the child’s progress in Music.

## **Special Needs**

Pupils with special needs will be encouraged to participate in all musical activities. These will be adapted where necessary to make them accessible. Gifted and talented pupils will be encouraged to take part in extracurricular activities which will enhance their musical experience.

## **Equal Opportunities**

All pupils should have equal and appropriate access to every area of the music curriculum. No child will be excluded from musical activities on the basis of gender, ability, ethnic or cultural background. All children are shown that every child has something of value to contribute in musical activities.

## **Music Resources**

The majority of resources are kept in the music hut. They are audited annually and damaged instruments are repaired or replaced.

There is a wide range of tuned and untuned instruments appropriate for musical progression.

A set of keyboards for pupil use

Recorders and music for class music and clubs

Orchestral music

ICT equipment for recording, listening tasks and a set of iPads with music apps

CDs for listening

A class set of djembe drums

A class set of Samba instruments

A class set of ukuleles

One Steelpan drum

6 violins

A cello  
Music stands and table top stands  
Music for singing (some with CDs)  
Notation cards for teaching rhythm and notation  
Music teaching posters  
A portable sound system with CD/USB/and 2 microphones

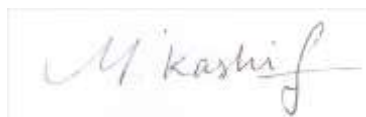
The policy for Music will be monitored and reviewed by the Lead Teacher for Music annually.

Policy updated: February 2023

Staff responsible: Mrs Elizabeth Slater

The policy will be ratified by the School Governing body on 8<sup>th</sup> February 2023

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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