



Green Oaks Primary Academy

Music Policy

Persons Responsible:

Principal
Music Co-ordinator

Next Review Date:

November 2024

Policy Author:

Mrs J Stafford

Review Dates:

Reviewed September 2023

“The fact that children can make beautiful music is less significant than the fact that music can make beautiful children.”

Cheryl Lavender

Policy Statement

Objectives

The quality teaching of Music at Green Oaks will

- Allow our pupils to explore how sounds are made, and can be organised into musical structures
- Show our pupils' how music is produced by a variety of instruments
- Teach the pupils' how music is composed and written down
- For pupils to study the relevance of when, where and why a given piece of music was written
- Enable our pupils to develop the interrelated skills of composition, performance and appreciation.
- That all pupils should enjoy music and be encouraged to value their own ideas and those of other children.

Teaching and Learning

Music is taught in every year group by the Class Teacher or specialist Music Teacher, using the year groups Long Terms Plans. The plans have been developed by the Class Teacher with the support of the Subject Leader to ensure coverage of genres, musical periods, styles and to build on previous knowledge ensuring progression through the

school. The Subject Leader works alongside teaching staff to develop skills confidence, offer inspiration and ideas on building learning journeys and promoting exposure to musicians from a wide range of musical periods and genres.

At Green Oaks Primary Academy, we provide a high-quality music education which enables children to develop a love of music whilst increasing self-confidence, creativity, and a sense of achievement. Our aim is to provide a high-quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians.

Through our scheme (Charanga Musical School) and topic work, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. We ensure that it is fully inclusive to every child. Where possible, teachers use differentiation and questioning to support and challenge the needs of all pupils. They learn to sing and to use their voices, to create and compose music on their own and with others and also have the opportunity to learn a musical instrument. Every child has the opportunity to perform whether that be a class performance for their Class Assemblies or a collaboration of year groups for our Christmas production and much more.

Music Curriculum

Music is a foundation subject of the National Curriculum. We have incorporated the national scheme into the circumstances of our school and to ensure we focus on our curriculum drivers: culture, diversity and environments.

As a school we use our progression document, developed from the Model Music Curriculum, which clearly maps the expectations for years 1 to 6. This allows for full

coverage of the four key areas, Singing, Listening, Composing and Performing. This document aims to support all children in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge.

Long term planning maps outline the area of music focus, with the medium-term plans showing the key teaching points for that half term under the key areas titled in the progression document. These are developed with the Class Teacher and the Subject Leader making thematic topic links wherever possible. The Subject Leader is responsible for ensuring coverage is met, links are made to other subject areas to enhance knowledge, understanding and experience and a diverse range of artists are encountered wherever possible.

Finally, short term planning is completed by Class Teachers or the Music Teacher for a series of lessons. These give the specific Learning Intention for the lesson and gives details of how the lessons is to be taught.

We plan the activities in music so that they build upon the prior learning of the pupils. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school.

Early Years Foundation Stage

We teach music in the Early Years as an integral part of the topic work covered during the year. As the Nursery and Reception classes are part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Development matters which underpin the curriculum planning for children from birth to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

We provide a rich environment in which we encourage and value creativity. Pupils experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

Cross Curricular Links

Whenever possible, Long-Term Plans use a thematic approach to immerse pupils into a topic, giving them the opportunity to make links and deepen their knowledge. However, we recognise that this may not always be the case and that music will be planned as a standalone series of lessons to emphasise the importance.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening. Pupils 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.

Maths

The teaching of music contributes to pupil's mathematical understanding in a variety of ways. 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 are mathematically based.

ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They

also use ICT to enhance their research skills. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work.

Spiritual, moral, social and cultural development

Creating, performing, or listening to music can sometimes be a moving and even spiritual experience. We encourage pupils to reflect on the important effect that music has on people's moods, senses and quality of life. Pupils at Green Oaks Primary Academy 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 and Recording

Over the academic year the Teacher will build a profile of the pupil as a musician and consider an annual assessment which is passed onto the parents in the child's annual report.

The Subject Leader will keep examples from Music from Nursery to Year 6 in a portfolio. These will be used to demonstrate the expected levels for the year group and help make an annual assessment.

Resources

We have a wide range of instrumental equipment to support the teaching of Music across the school, including a class set of Glockenspiels to support the teaching of tuned music. This equipment is kept in the Music room. The storeroom is accessible to pupils only under adult supervision. It is the responsibility of the whole school community to make sure these are kept tidy and in an orderly fashion.

Monitoring and Review

The monitoring of the standards of the pupils' work, the quality of teaching, the progression of skills through coverage and the exposure to a range of diverse artist and designers is the responsibility of the Subject Leader. The role of the Subject Leader is not only to ensure the requirements of the National Curriculum are met but also includes supporting colleagues in the teaching of Music, informing others about current developments in the subject and ensuring the subjects profile remains high and engaging.

The Subject Leader and Principal will meet throughout the year to evaluate the subjects and to discuss key development points and actions. The Subject Leader will gather evidence from monitoring, evidence, pupil and adult voice. The Subject Leader will use these findings to provide a strategic lead and direction for the subject in the school.