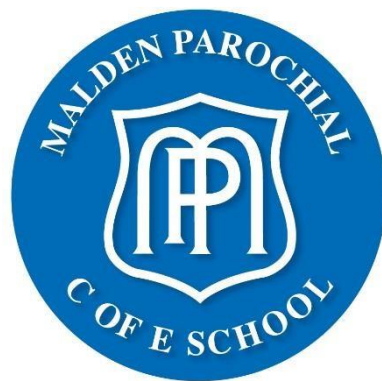


The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



Music Policy

Agreed: Summer Term 2020
Review: Summer Term 2022
[or as required]

Music Policy

Vision Statement

Music is a unique way of communicating that can inspire and motivate children and change the way they feel, think and act. Music reflects the culture and society that we live in, and so the teaching and learning of music at Malden Parochial enables children to learn more about the world around them. In our school, Music plays an important role in helping children to feel part of a community. We provide opportunities for all children to play, create, perform, and enjoy music so that they can develop their skills as musicians. We give them opportunities to appreciate a wide variety of musical forms from different cultures, genres and historical periods, so that they can begin to make their own judgements about the quality of music. By enabling all children to have access to music, we hope that they will develop a love of music, which will always be part of their lives.

Intent

At Malden Parochial, we are committed to providing children with the opportunity to develop a firm musical understanding of the elements of music and develop a curiosity for the subject. Through their weekly music lessons, children will gain a firm understanding of what music is through listening, singing, playing, evaluating and analysing different pieces of music. They will be exposed to a wide variety of music across historical periods, styles, traditions, and musical genres.

They will learn to become musicians, through composition work, collaboration and performing, and will be able to make musical judgements and respond to a wide variety of musical ideas.

We will develop an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed by in any person's life. Children will understand the value and importance of music in the wider community, so they are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Music is a vital part of a broad and balanced curriculum for all pupils. Our Music curriculum intends to build confidence, helps children live happier, more enriched lives, and discover the joy of expressing themselves. By actively making music with others we will be promoting wellbeing and helping children to develop identity and build self-esteem.

See Appendix A – Curriculum Mapping

The children will access the content of these topics at an age and ability appropriate level, building on their music knowledge and skills from previous years. Further details of this can be found in the following documents.

Appendix B – Curriculum Coverage

Appendix C – Music Scheme of Work

Appendix D – Skills and Progression Documents
Appendix E – Music Knowledge Based Questions
Appendix F – Music KPIs

Through our Music curriculum, children at Malden Parochial will:

- develop as performers, developing vocal and instrumental skills and developing self-confidence;
- develop as listeners, encouraging sensitive response to music and developing analytical and critical skills;
- explore the elements of music, and progressively develop the skills, concepts and knowledge of music;
- develop the ability to express ideas, thoughts and feelings through music;
- develop a sense of the place of music in culture and society, through listening to a wide variety of musical traditions and styles, from a variety of times and cultures, in both recorded and live music;
- develop social skills, through performing with an increasing awareness of others, and working creatively in groups.

Sources and References

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

The Scholastic Handbook for Primary Teachers and The Key were consulted in reference to curriculum implementation.

Implementation

The curriculum is designed and delivered to ensure children gain 'sticky knowledge', so that they can transfer all they have learnt to long-term memory. The music curriculum is organised so that all the elements of music are revisited regularly, building on what has been taught before. There is a progression of the skills needed for working musically through the key stages. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities, including creating and exploring, and performing.

Roles and Responsibilities

The Subject Leader for Music is responsible for:

- action planning;
- termly update for staff;
- organising and leading CPD;
- monitoring standards;

- reporting to the governors' Curriculum Committee;
- auditing and ordering new resources;
- analysing assessment data and attending CPD.

Equal Opportunities

- At Malden Parochial, we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

The general teaching requirement for health and safety applies in this subject. Staff will implement effective measures to ensure pupil safety when using musical instruments.

Planning

At Malden Parochial, music planning follows the units of work within the programme 'Charanga', which is a musical school scheme for specialists and non-specialists. The scheme supports all the requirements of the National Curriculum. Each half term plan has a focussed unit with weekly lessons for each year group that provide clear progression. Interactive whiteboard resources support every lesson. Interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Teaching

Each Unit of Work comprises of the strands of musical learning which correspond with the National Curriculum for Music:

1. Listening and Appraising
2. Musical activities
3. Warm-up games
4. Optional flexible games
5. Singing
6. Playing instruments
7. Improvisation
8. Composition
9. Performing

Organisation

Children are timetabled to receive between 45 minutes and 1 hour of Music lessons per week. Children have the opportunity to be taught an instrument individually or in groups by a peripatetic teacher during school time. Parents organise the lessons directly with Kingston Music Services (KMS).

In Year 4, children are involved in the Wider Opportunity Scheme run by KMS, The children have a weekly class lesson learning a specific instrument taught by trained music teacher. From Year 3, children are able to join the Junior Choir, which is held after school.

Homework

Children may be given a Music focus in their weekly homework where appropriate. At Christmas and the end of the year, children may be expected to learn words to songs as a homework task.

Resources

There are a wide range of resources to support the teaching of Music across the school. Two cupboards, located in the hallway by the hall, contain a range of musical instruments and music books.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment is carried out through:

- Questioning
- Marking
- Mini-plenaries
- TA feedback
- Self-assessment
- Formal assessment

The school's Assessment and Marking Policies ensures that high quality feedback is given to pupils through next step marking and pupils are expected to respond. This is more than likely to be a verbal next step comment for Music.

Children are also encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve to show achievement against success criteria in every lesson.

The children are formally assessed each term in foundation subjects to ensure that progress is being made and that children are working at the expected level for their year group. For each unit of work covered there are clear KPIs showing what is expected of the children in that year group. These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring and Evaluation

Monitoring takes place regularly through teacher planning and lesson observations. Monitoring the standards of children's work and the quality of teaching in Music is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the teaching of Music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff review and evaluate the music taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards training and support;
- Pupil achievement, both in formal assessment and by ongoing teacher assessment;
- Coverage of curriculum;
- Staff development;
- Any issues arising from teaching, regards common problems or difficulties;
- Children who have not reached the age related expectations.

Links to other policies and documents:

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy
- Computing policy

Acronyms

KPIs – Key Performance Indicators

KMS – Kingston Music Services

CPD – Continuing Professional Development

TA – Teaching Assistant

SEND – Special Educational Needs and Disabilities

Appendix

Appendix A – Curriculum Mapping

Appendix B - Curriculum Coverage

Appendix C - Music Scheme of Work

Appendix D - Skills and Progression Documents

Appendix E – Music Knowledge Based Questions

Appendix F – Music KPIs