



# Music Policy

Date Approved            16/5/17

Date of Renewal        5/20

Headteacher            .....

Chair of Governors .....

- Every child in the school has an entitlement and equal right of access to music regardless of ability, gender or race.
- It is the responsibility of the music co-ordinator to implement this policy.

### **What is Music?**

Music is a universal language that embodies one of the highest forms of creativity using sounds, instruments and the voice. It involves aesthetic expression and response to sound in the world around us. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community.

### **Rationale**

Music is important because:

- listening to and making music can be a pleasurable activity which can provide fulfilment throughout life.
- it provides opportunities to promote spiritual, moral, social and cultural understanding.
- music is a foundation subject in the National Curriculum.

### **Aims**

Our aims in teaching music are that all children will, to the best of their ability:

- find enjoyment in listening to and creating music;
- be given the opportunity to apply and develop new skills to use a range of instruments (including the voice);
- develop an appropriate musical vocabulary;
- appreciate the work of a range of composers and musicians, both historical and contemporary, from their own and other cultures.

### **Statutory Requirements**

The National Curriculum requires that by the end of KS2 pupils should have developed their musical experience and knowledge through their performing, composing, listening, reviewing and evaluating skills.

Pupils should be given opportunities 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 to use their voices, create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Teaching and learning**

At The Pochin School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. Children are often performing at church services and on other occasions throughout the school year.

We teach our children to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to create music. From the summer term in Year 2 onwards, all children are taught how to play the recorder and to read musical notation.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete the tasks);
- providing resources of different complexity depending on the ability of the child.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate must purchase or hire the instrument and pay the additional music lesson fees. This is in addition to the normal music teaching of the school, and takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

### **Music curriculum planning**

At the Pochin School we use the Leicestershire Music Plans as the basis for our curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term (see two-year rolling programme – Appendix A).

The medium-term plans, which are taken from the Leicestershire Music Plans, give details of each unit of work for each term.

The music co-ordinator plans the weekly music lessons for each class and is responsible for the teaching of music across the school.

### **The role of the Music co-ordinator is to:**

- teach music to each class on a weekly basis.

- lead singing practices
- help lead ensemble practices
- plan the hymns and assembly music for each half term
- help plan church services
- communicate with colleagues about new trends and approaches to teaching music, as appropriate.
- support colleagues with appropriate resources.
- audit and update resources.
- attend relevant courses and set up INSET where necessary.

### **Strategies for Assessment, Recording and Reporting**

- Informal assessments are continually being made by the music co-ordinator through observations of and speaking to children.
- Annual report to parents/next teacher.

### **Resources**

There are sufficient resources for all music teaching units in the school. Musical instruments and resources are kept in the music room.

<u>Class</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b>1</b>	<b>LSMS Unit 1 - Pulse</b> <i>Follow EYFS</i> <i>With Y1 activities for extension</i>	Christmas Music Production (Whole class Singing)	<b>LSMS Unit 2 – Voice</b> <i>Follow EYFS</i> <i>With Y1 activities for extension</i>	Easter Service Preparation (Whole class Singing)	<b>LSMS Unit 3 -Rhythm</b> <i>Follow EYFS</i> <i>With Y1 activities for extension</i>	
<b>2</b>	<b>LSMS Unit 1 - Pulse</b> <i>Follow Year 2 with Y1 activities for LAPs</i>	Christmas Music Production (Whole class Singing)	<b>LSMS Unit 2 Voice</b> <i>Follow Year 2 with Y1 activities for LAPs</i>	Easter Service preparation (Whole class Singing)	<b>LSMS Unit 3 – Rhythm</b> <i>Follow Year 2 with Y1 activities for LAPs</i>	
<b>3</b>	<b>LSMS Unit 1 - Pulse</b> <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorder	Christmas Music Production (Whole class Singing)	<b>LSMS Unit 2- Voice</b> <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorder	Easter Service preparation (Whole class Singing)	<b>LSMS Unit 3- Rhythm</b> <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorder	
<b>4</b>	<b>LSMS Unit 1 - Pulse</b> <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorder	Christmas Service (Whole class Singing)	<b>LSMS Unit 2 -Voice</b> <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorder	Easter Service preparation (Whole class Singing)	<b>LSMS Unit 3- Rhythm</b> <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorder	Summer production (Whole class Singing)
<b>5</b>	<b>LSMS Unit 1 - Pulse</b> <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Christmas Service (Whole class Singing)	<b>LSMS Unit 2 -Voice</b> <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Easter Service preparation (Whole class Singing)	<b>LSMS Unit 3 -Rhythm</b> <b>And Unit 5 – Technology, structure and form</b> <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Summer production (Whole class Singing)

Cycle B– 2016-2017

Cycle A

<u>Class</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b>1</b>	LSMS Unit 4 -Pitch Follow EYFS <i>With Y1 activities for extension</i>	Christmas Music Production (Whole class Singing)	LSMS Unit 5 – Technology, structure and form <i>With Y1 activities for extension</i>	Easter Service Preparation (Whole class Singing)	LSMS Unit 6- 20 <sup>th</sup> Century Music <i>With Y1 activities for extension</i>	
<b>2</b>	LSMS Unit 4 -Pitch <i>Follow Year 2 with Y1 activities for LAPs</i>	Christmas Music Production (Whole class Singing)	LSMS Unit 5 – Technology, structure and form <i>Follow Year 2 with Y1 activities for LAPs</i>	Easter Service preparation (Whole class Singing)	LSMS Unit 6 – 20 <sup>th</sup> Century Music <i>Follow Year 2 with Y1 activities for LAPs</i>	
<b>3</b>	LSMS Unit 4 -Pitch <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorders	Christmas Music Production (Whole class Singing)	LSMS Unit 5 – Technology, structure and form <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorders	Easter Service preparation (Whole class Singing)	LSMS Unit 6- 20 <sup>th</sup> Century Music <i>Follow Year 4 plans</i> <i>With Y3 activities for LAPs</i> Whole class recorders	
<b>4</b>	LSMS Unit 4 -Pitch <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorders	Christmas Service (Whole class Singing)	LSMS Unit 5 – Technology, structure and form <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorders	Easter Service preparation (Whole class Singing)	LSMS Unit 6- 20 <sup>th</sup> Century Music <i>Follow Year 5 plans</i> <i>With Y4 activities for LAPs</i> Whole class recorders	Summer production (Whole class Singing)
<b>5</b>	LSMS Unit 4 -Pitch <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Christmas Service (Whole class Singing)	LSMS Unit 5 – Technology, structure and form <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Easter Service preparation (Whole class Singing)	LSMS Unit 6- 20 <sup>th</sup> Century Music <i>Follow Year 6 plans</i> <i>With Y5 activities for LAPs</i>	Summer production (Whole class Singing)

LSMS Schemes of work can be supported using Charanga.

Cycle A – 2017-2018