

Horton Park Primary School



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We Learn to Succeed

Music Policy

Subject Lead: Jasmine Rose

Last Reviewed: Nov 2017

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Adopted: November 2017 **Reviewed:**

To Be Reviewed: Annually in July

Mission Statement: We learn to succeed

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

(National Curriculum 2013)

The purpose of music in our school is to develop:

- A positive attitude towards music and an awareness of the relevance of music in the real world
- Competence and confidence in musical knowledge, concepts and skills
- An ability to think creatively, to reason and to be able to perform.
- Initiative and an ability to work both independently and in cooperation with others
- An ability to create and appreciate music
- An understanding of how music is created, produced and communicated

What do we mean by Music?

At Horton Park we aim to improve our children's creativity and imagination through the arts and music. In music lessons they learn to work independently and collaboratively on a variety of projects including playing, performing and composing music.

Why do we think Music is important?

We believe that providing opportunities for the expression of creative ideas, and developing creative responses, is essential to developing children and staff as learners. Our school motto is where everyone learns to succeed. This is best summed up by this statement that appears in the introduction to the Arts' Council's document 'From Policy to Partnership': 'The arts add quality and challenge to our lives, making us question and reflect on our thoughts, feelings and values and helping us respect the views of others. They provide opportunity for us all to explore and understand different forms of expression, appreciate our diverse cultural heritage, gain a sense of personal identity and to be creative'

In addition the development of the whole child is fundamental to our school's ethos. Artistic creativity is seen as a natural response to the life-force that constantly renews and recreates our world, and a recognition of the beauty and variety of that creation. All our talents are worthy of careful nurture and development throughout our years in school and beyond.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Learning and developing their singing skills
- Working independently and collaboratively whilst singing and performing musical pieces
- Open and closed tasks
- A range of methods of producing, performing and composing music
- Working with a variety of instruments

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply music across all subject areas including maths, arts and topic.

TEACHERS PLANNING AND ORGANISATION

Each class teacher is responsible for the music in their class / year group in consultation with and with guidance from the music subject leader, as well as the music teachers employed by the school to teach singing and recorders.

The approach to the teaching of music within the school is based on three key principles:

- A music lesson weekly
- A clear focus on direct, instructional teaching and interactive work with the whole class and targeted groups
- An emphasis on creating links across the curriculum

Each class organises a weekly lesson of 30 minutes for music. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term/ Short term planning

Lessons are planned using a variety of musical resources in which we have the opportunity to include songs and activities that link to core subjects. Vocal music is also taught bi-weekly in every class by a music teacher and select year groups also receive recorder lessons.

EYFS planning is based on the long term plans and linked to the different themes they teach around.

INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS

The weekly music lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address targets. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the Music lesson.

Music is also used to encourage pupils with special educational needs to become more involved in whole class activities.

Within the weekly music lessons teachers must not only provide differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are high achievers in music. It is vital that all children are challenged at a level appropriate to their ability.

EQUAL OPPORTUNITIES

We incorporate music into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of music. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

PUPILS' RECORDS OF WORK

As half the lessons taught in music are singing related we encourage performances to be recorded and for pupils to continue singing at home. In cross-curricular lessons teachers are encouraged to link to the music within the recorded lessons and display examples of these links on displays and working walls.

Every classroom also has an interactive and engaging music display board in order to encourage continuous creative and artistic thinking within the classroom.

MARKING

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

In singing and instrumentation lessons, pupils are given oral feedback from teachers and other students in order to further develop their skills.

ASSESSMENT AND RECORD KEEPING

Teachers make regular assessments of each child's progress and record these systematically.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and the national curriculum standards.

Long term

The teachers update their findings regularly using Classroom Monitor and this will be analysed by the Music Subject Lead twice a year. This is used to demonstrate progress in the teaching of Music.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the music subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource music throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

- Enjoy music and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Develop an appreciation for a variety of types of music
- Use musical vocabulary with confidence.
- Use their knowledge to compose, perform and produce music

Parents will:

- Be encouraged to develop positive attitudes to music and actively support their children when homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / music subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.