



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Music

**Date of Policy:** January 2022

**Member of Staff responsible:** Miss Alana Moran

**Review date:** January 2025

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



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## Music Policy

### AIMS

We aim to teach children to:

- use their voices expressively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments.
- rehearse and perform with others.
- create musical patterns.
- explore, choose and organise sounds and musical ideas.
- explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- make improvements in their own work.
- listen with concentration and to internalise and recall sounds with increasing aural memory.
- Understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.
- Understand how sounds can be made in different ways.
- Understand how music is used for particular purposes.

### PLANNING MUSIC

- We operate a planning procedure agreed by the whole teaching staff, based upon the Programmes of Study and Statements of Attainment. Staff follow a scheme of work based around Music Express, which provides detailed lesson plans, including appropriate activities and outcomes. In Key Stage 2. Staff are encouraged to share their own strengths and expertise and are encouraged to be creative.
- Planning should include the four musical elements of controlling sounds, creating and developing musical ideas, recording and reviewing and listening, and applying knowledge and understanding.
- Whole school music themes are incorporated into the school calendar.
- Planning should take into consideration different learning styles and provide opportunities for the children to maximise their learning opportunities.
- Planning should ensure progression of skills, concepts and techniques and be differentiated by outcome.

### TEACHING STYLES AND STRATEGIES

Music is taught by the class teacher and Higher Level Teaching Assistants. A range of styles of teaching is necessary for the teaching of Music. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include

- a range of musical activities that integrate performing, composing and appraising.
- responding to a range of musical and non-musical starting points.
- working on their own, in groups of different sizes and as a class.

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- use of ICT, museum resources and outside visits;
- a range of live and recorded music from different times and cultures.

There will also be opportunities for the children to be taught by external Music Specialists and staff may receive additional training and support through the Music Partnership.

## **EQUAL OPPORTUNITIES**

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within music activities, regardless of race, gender, ability or Special Educational Needs.

## **SPECIAL EDUCATIONAL NEEDS**

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in Music activities with help from others.

## **GREATER DEPTH**

Staff must ensure that there are adequate opportunities for children working at greater depth and these should be noted within planning where appropriate. Pupils who are working at greater depth within Music are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff.

## **INFORMATION, COMMUNICATION, TECHNOLOGY (I.C.T.)**

Computers and digital cameras are available within each classroom. Appropriate software (compose, Music Tool Kit) to support the teaching of music is available. The ICT suite enables access to the Internet and the use of a scanner to give further support.

## **ASSESSMENT, RECORDING AND REPORTING.**

There is no statutory requirement for formal assessment of each strand of Music to take place, however teacher assessment is used to inform future planning and to review children's progress. Music activities are used throughout the school to assist teachers in making formative and summative assessments. Staff will record their data on assessment grids by the end of each academic year.

Children are encouraged to make an oral or written evaluation of their work and be given the opportunity to discuss their work and that of others within the group. Teachers are expected to record observations of children's progress and where possible evidence will be kept in the form of recordings, written compositions and videos.

Parents receive written information about children's learning and progress in Music part of their child's end of year report.

## **RESOURCES**

Instruments are replaced and repaired as necessary.



It is the responsibility of all staff to keep the central store tidy and organised.

The Role of the Music Co-ordinator is to

- purchase, organise and maintain teaching resources;
- manage a delegated budget and keep spending within it;
- encourage and assist in-service training;
- keep up-to-date by attending courses and feedback sessions organised by LEA, Cluster groups or other colleagues;
- provide guidance and support in implementing National Curriculum and schemes of work;
- offer specialist advice and knowledge for special needs and gifted pupils;
- co-ordinate recording and presentation throughout the school after consultation with colleagues;
- advise the Headteacher of action required (e.g. resources, standards etc.);
- encourage ways of involving parents in their children's learning;
- promote liaison between school (moderation etc.);
- provide support for all who teach music and so improve the quality and continuity of music teaching and learning throughout the school