

Verwood C of E First School & Nursery
Music Policy
September 2021



This policy outlines the purpose and management of the music taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

The importance of and entitlement to Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

Aims and Objectives

To encourage all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through cooperation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- be motivated to enjoy and succeed in music

Music contributes to the wider aims of Primary Education including, Literacy, ICT, P.E, Art, P.S.H.E. and Citizenship.

Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

The school policy is to link music opportunities into our creative and topic learning when appropriate and to use the music scheme 'Charanga' across the school which is linked to the 2014 National Curriculum.

Inclusion, equality of opportunity and differentiation

Music forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with musical learning and develop as young musicians irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community lies at the heart of the study of Music and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. All children are given equal access to the programmes of study through differentiated support. Differentiation in terms of teaching methods and resources will be planned to meet the individual needs of the children. All children should have access to materials and opportunities suitable to their specific needs. Risk assessments are carried out before all musical sharing activities take place. Extra challenge is provided to deepen the learning of all children.

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element and alone will not ensure that our pupils become better musicians. To ensure continuity and progression for all pupils the curriculum is carefully organised through a progression of skills EYFS – Year 4 to ensure that our pupil's skills, knowledge and understanding of Music develops in the following ways:

- in the Foundation Stage and at Key Stage 1 our subject expectations enable pupils to learn and consolidate the fundamental attributes of being a musician. At this stage there is a particular focus on pupils being to learn the skills of recognising, identifying, describing and observing for musical pieces whilst using basic and increasingly appropriate subject vocabulary.
- during Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils. Children provide explanations, create their own pieces with purpose and reflect on these to make them better.

Approach to learning and teaching

In the Foundation Stage, Music is an integral part of 'Expressive Arts and Design'. The children are taught through a child initiated topic based approach, developing activities that help children develop a sense of sound, rhyme and rhythm.

Music is taught through a variety of ways such as, topic based learning, themed learning days, extra-curricular activities and whole class/school productions and performances.

In Music the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging outcomes. At our school

therefore we seek to encourage pupils to learn their music through immersive experiences about topics, places and themes which focuses on listening, appraising, performing, discovering, making judgements, evaluating and applying information learned in one context to another. We are very careful to be selective about the scheme that we use to ensure that a balance is achieved between knowing more content and the development of key subject skills. We recognise that simply knowing more information in itself will not enable our pupils to progress as young musicians. We are providing them with the skills to be capable of confidently working individually or in a group through performance and in appreciating others compositions.

To increase our school's social awareness we engage with our local church for services and festivals. Our choir also enjoy singing in the local community and use this as an opportunity to share their enthusiasm with others. We use outside agencies such as Dorset Music Service to further enrich the children's musical experiences. We also share children's musical talents within our Praise Worship where children can be celebrated and bring joy to our collective worship time.

In Music, teachers will ensure children can:

- listen, appraise, perform and compose in a variety of genres, styles and audiences.
- undertake a balanced programme of activities.
- work individually, in groups or as a whole class
- make appropriate use of I.C.T. to create and record music
- make use of musical performances and concerts within school and to a wider audience
- make use of audio/visual material
- record findings in a variety of ways.
- to incorporate music and instruments into the range of clubs that we offer in and outside of school times

Summative Assessment

In the Early Years Foundation Stage:

Music comes under the 'Expressive Arts and Design' area of learning with focus on being imaginative and expressive through exploring sound. Song and rhyme are prevalent within the bases continuous provision through daily routines. Children are assessed against the Early Years Foundation Stage profile and statutory framework. At the end of the academic year, practitioners indicate whether children are meeting or

not yet reaching the expected level within this area of learning. The result of children's EYFS profile is shared with parents at the end of the year.

In Key Stage 1 and 2:

- assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. Pupils' achievements in music will be assessed yearly.
- annual reports for parents – A statement for music is based on the extent to which a pupil has achieved against N.C. Attainment Targets.

By the end of key stage one and two, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study and each year group will assess the children according to the schools yearly breakdown of this. At the end the year a summative assessment is made of the children's attainment and this is then shared with parents in their child's annual report.

At the end of each of the three learning stages, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the attainment target rather than specific parts of it. Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in Music.

Responsibilities of Subject Lead

The Music subject lead has the responsibility to take a lead in developing Music further across the school; monitoring the effectiveness of teaching and learning; and the use of resources. The Music subject leader is responsible for the monitoring of the Music curriculum; monitoring may be through a range of methods including:

- assessment of pupils' learning
- scrutiny of pupils' learning and teachers planning across the school for progression and to identify strengths and areas for development
- discussion amongst staff and staff feedback
- formal observations
- interviews with pupils

Policy Review

This policy will be reviewed in line with the school's policy review programme.