

# Vernon Primary School



## Music Policy



### The intent of the Music curriculum at Vernon Primary School is to provide every pupil with:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
  - Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
  - A passion for and commitment to a diverse range of musical activities.

## **Introduction**

This document is based upon the practice within our school and has been written to reflect the National Curriculum. It provides a current picture of our aims, objectives, planning strategies and teaching methods. This policy reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

## **Philosophy**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps people understand themselves and relate to others. It forges important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

## **Aims & Objectives**

At Vernon Primary we aim to develop an understanding of Musical Concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate with enjoyment in the activities of:

- **Performing**
- **Composing**
- **Listening and Appraising**

Through these activities children will develop an understanding of the following musical concepts:

- **Pitch**
- **Duration**
- **Dynamics**
- **Tempo**
- **Timbre**
- **Texture**

## **Teaching and Learning**

Teaching staff at Vernon Primary School are fully committed to using the National Curriculum in order to implement the planning of Music. Our Music Subject Specialist teaches with creativity and pupil enthusiasm to deliver inspiring activities based around termly themes. We recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering Music lessons. We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Group structures may be of ability, mixed abilities,

age or friendship. Activities are not only adapted to scaffold and support children, but are also designed to enable and encourage creativity.

A whole school music assembly takes place every week and is led by our Music Subject Specialist, during which the children learn and practise singing techniques and a wide range of songs, as well as develop their familiarity with styles of music, eras of musical progress/change and inspirational musicians. These are linked with the 'Genre Of The Week', a whole school initiative, which is announced to the children at the beginning of the week and songs from that style/genre are listened to throughout the week around school.

All classes often take part in informal singing sessions using the class teachers' experience, ideas and activities and the "Sing Up" resources. In addition to this, the children in Foundation Stage take part in frequent singing and rhyme activities to further enhance activities.

### **Planning**

Music planning is based on the National Curriculum and plans for Reception are based on the 'Early Learning Goals' with Music taught under the area of 'Expressive Arts and Design'. Music is led, planned and delivered to all pupils across the school by a Music Subject Specialist. The Head teacher, Assistant Head teachers and SLT then monitor plans.

- The curriculum map for each year group identifies the music units to be covered in each term and ensures an appropriate balance and distribution of work in Reception to Year Six.
- The holistic overview for each year group provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The Music subject leader reviews these plans on a regular basis.
- The Music Specialist writes short term plans detailing specific learning objectives and outcomes and outlining how each lesson throughout the unit will be taught.

The Music Specialist is responsible for reflect and evaluate planning to identify successful aspects of lessons as well as any areas or gaps which may inform future planning.

### **Monitoring and Evaluation**

- Reviews of planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Monitoring of pupil work and performance by listening to a range of composition recordings involving all children from Year 1- Year 6 and discussing those performances with the children.
- Monitoring and analysis of data through the music progress tracking system.
- Observation of teaching and learning during music lessons.
- Moderation of any written, pictorial or recorded work.
- Staff training and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of link governors in development of the subject.
- Evaluation of extra-curricular activities, e.g. choir, music festivals, musical events in the wider community.

## **Pupil Assessment**

Assessment of pupil work and progress is ongoing by the music teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a pupil's records, parent discussions and annual reports. Pupils' achievements are recorded in online and physical folders to show progression with final performances celebrated in study books. Pupils' progress is tracked using the school's foundation subject tracking system and monitored by the subject leader.

## **Planning for Inclusion**

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum. The needs of the musically gifted and the less able are recognised and met through:

- Setting tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability and setting different tasks for each group
- Grouping children in mixed ability groups
- Providing resources of different complexity, depending on the ability of the child

All pupils in Year 5 are given the opportunity to learn the clarinet and are taught by a specialist teacher for 10 weeks. The children learn as a class orchestra and produce a concert for their parents and other pupils during the last week of their tuition. This is an opportunity for them to showcase the new skills they have learnt and inspire younger children.

A music assembly for all pupils in the school takes place weekly. The pupils are given the opportunity to learn about a variety of artists, past and present. They learn about different styles and genres, learn to sing different songs and gain an understanding of this history of music.

## **Additional Opportunities**

- Peripatetic staff teach lessons weekly to children who request them. Currently children are learning to play piano, guitar, ukulele, drums and brass instruments.
- The children that learn an instrument in and out of school and those in the choir are encouraged to share their learning by performing in assemblies and sometimes producing a special assembly for the rest of the school which in some cases parents attend.
- A choir runs throughout the year.
- The choir take part in a number of choral events throughout the year and entertain in the local community.
- Songwriters club to further the learning of the Year 6 pupils when writing their own compositions.
- A clarinet club takes place during the Spring and Summer terms to act as continuation club for any Year 5 pupils who have learnt to play the clarinet during who class sessions.
- We use the whole school's skills to perform in the Christmas Productions; singing and playing instruments and Year six showcase their musical skills during their leavers assembly.

## **Resources**

The school is equipped with a large number of tuned and untuned percussion instruments which are stored centrally on two trolleys that can be used to transport them around school safely. The 'Sing Up' resource has also been provided for teachers to aid them in their teaching through the provision of over 600 songs. The KAPOW website assists with planning and progression. It has teacher training videos to assist all staff with ideas to further their subject knowledge. The Music Subject Specialist is responsible for the acquisition, allocation and maintenance of resources but all staff are encouraged to care for them. An audit of resources is carried out annually to identify any gaps but staff can request resources at any time.

## **Responsibilities**

### **The Role of the Music Specialist/ Subject Leader:**

- Planning and carrying out the teaching and learning of Music throughout the school
- Supporting colleagues with the whole school approach for Music and informing them about current developments in the subject
- Demonstrating high quality music provision for staff
- Ensuring resources are relevant and up to date
- Monitoring and reviewing the targets outlined in the Music action plan
- Ensuring the professional development needs of staff when and where necessary.
- To evaluate planning
- To identify CPD needs and attend training sessions.
- To ensure all children can fully access and engage with the lessons
- To evaluate planning

### **The role of the Class Teacher:**

- To provide opportunities for children to develop their musical knowledge through teaching of the 'Genre of The Week'
- To oversee the music assessments for their class.

### **Parent/Carer Involvement:**

- Parents/Carers are invited into school three times each year to share their child's work and discuss progress
- Parents/Carers are invited to an Open Evening in the summer term
- Parents/Carers are welcomed into school to watch their child perform

## **Monitoring and Review:**

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

### **Katy Swan**

Subject Leader for Music

Policy date – October 2023

Review Date – October 2026

Ratified by Governors – October 2023