

**Clifton with Rawcliffe Primary School
Music Policy**



Date of policy: September 2017

Date of review: September 2019

Person Responsible: Sally Salton

Description of school/background information in provision of Music

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based music activities and experience a wide range of skills and techniques.

Roles and Responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's music policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and guardians

Parents and guardians are encouraged to support the provision of Music within the school programme and have access to this policy. The school plays its part in ensuring that parents and guardians are kept up to date and are notified about after-school and other music-related enrichment activities via the regular school newsletter and letters sent home with pupils.

Pupils

All pupils have an entitlement to learn music and are given an opportunity to learn a musical instrument in Key Stage 2.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in music activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Music Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the music provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

The main objectives of our Music Policy are to provide quality music teaching and learning both within and outside of curriculum time which aim:

- to ensure all children across the school are given equal opportunities to take part in the teaching and learning of music;
- to allow all children to develop and build on their existing skills as they move through the year groups;
- to encourage enjoyment of the learning of the subject by ensuring the teaching and learning of Music across the school is practical, creative, engaging and wherever possible, cross-curricular;
- to encourage creativity through the expression of thoughts and feelings through music.
- to increase pupils' self-esteem by allowing all children to participate in performing music, both vocal and instrumental (tuned and untuned);
- to allow all children to build on their social and teamwork skills by giving them the opportunity to work collaboratively to compose and perform music;
- to give all children the opportunity to learn a musical instrument;

- to allow children to develop an appreciation of different genres of styles and cultures of music and including the works of the great composers and musicians;
- to enable children to understand and explore how music is created, produced and communicated including: pitch, duration, dynamics, tempo, timbre, structure and age appropriate musical notations;
- to teach children how to critically evaluate their own and other's compositions and performances.

Teaching programme and strategies

The school uses a variety of teaching strategies in music lessons. The main aims are to develop children's creativity, musical understanding and sense of achievement.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in music.

The teaching of music offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

The teaching of music in the EYFS is focused on the child-led exploration, investigation and changing of different sounds, encompassing environmental, vocal and instrumental sounds. Teacher-led Music sessions which focus on the changing of instrumental sounds (e.g. long, short, loud, soft) and 'Rhyme Time' are also carried out as a whole class.

At Key Stages One and Two the National Curriculum for Music is the basis of the Music curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. At other times pupils are encouraged to undertake their own projects within a specific area, developing their sense of adventure and creativity in music.

Music has considerable potential to contribute to much wider areas of learning. It is considered important that music is integrated into different subject areas for the development of skills.

Curriculum Planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for Music, which details what is to be taught over the Key Stages and provides the topic basis for planning music activities over a two-year cycle. This is undertaken by the Music Subject Leader. It is monitored regularly and evaluated annually. Planning is based on the "Charanga" schemes of work which have been fully and effectively integrated into our school topic cycle, in order to ensure balance and progression and to allow cross-Curricular topic links where possible.

Medium term planning

This takes the long term plan and organises the teaching of music into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of music to ensure parity in provision and to share expertise.

The school provides access to different musical activities at various times across the school year, and has established links with the City of York Council network of schools and specialists via the York Music Hub.

Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking in music activities.

Monitoring and Assessment

The Music curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Music Subject Leader run by the local authority and other providers.

We assess children's work in music using objectives from the National Curriculum. ~~These are uploaded onto Classroom Monitor (whole school assessment tool) which gives the children's current stage.~~

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the music activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the SLT and the Music Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by

support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation September 2017

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leader and relevant staff members.

Next review date: September 2019