



Music Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

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Music Policy

1. Introduction

a) The study of music helps children to develop skills in self-confidence, creativity, imagination, good listening and the ability to express personal thoughts and feelings. It encourages children to take part in practical activities, both as individuals and in groups that encourages and cultivates an enjoyment of music.

b) At Stamford Green, children will aim to show as many of our values as possible through music teaching, particularly co-operation, self-belief, effort, reflection and sharing.

2. Aims and objectives

a) The National Curriculum for music aims to ensure that all pupils:

- i. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- ii. Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- iii. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

3. Subject Content

a) The National Curriculum defines four key areas for Key Stage 1 and six key areas for Key Stage 2 that form the basis for programmes of study for music.

For Key Stage 1, these are:

- i. Using their voices expressively and creatively through singing, chanting and reciting rhymes.
- ii. Playing tuned and un-tuned instruments musically.
- iii. Listening with concentration and understanding of live and recorded music.
- iv. Experimenting with, creating and combining sounds using the inter-related dimensions of music.

For Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from memory. The key areas for these children are:

- i. Playing and performing both individually and in groups, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ii. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- iii. Listen with attention to detail and recall sounds with increasing aural memory.
- iv. Use and understand staff and other musical notations.
- v. Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.

- vi. Develop an understanding of the history of music.

Guidance is given on how skills are developed across the key stages, building on and extending prior knowledge.

4. Subject Organisation

a) For all year groups, the requirements of the music curriculum have been mapped into the school's theme-based learning; some themes will have a greater music content than others. This approach gives children the opportunity to contextualise their musical learning within the broader learning experience.

b) Where possible, learning outside the classroom will be encouraged so that children can experience music in the world around them.

5. Special Educational Needs and Disabilities

a) We provide for all children so that they achieve their potential in the learning of music according to their individual abilities. See SEND policy for further information.

6. The role of the Music Leader

a) The leader is to:

- i. Take a lead in the development of policy and the implementation of the music curriculum.
- ii. Have an overview of music teaching throughout the school.
- iii. Take a lead in the development of the teaching of music and musical events and initiatives throughout the school, engaging staff and children appropriately. This includes music used during collective worship.
- iv. Support colleagues in their development of planning and implementation of music in assessment and record keeping activities.
- v. Take responsibility for ordering, storage and the updating of music resources.
- vi. Keep up to date with developments in music education and disseminate information to colleagues as appropriate.
- vii. Monitor progress through consultation with colleagues, classroom observation and scrutiny of children's Discovery books (where appropriate).

7. Assessment and target setting

a) Opportunities for assessment will be identified when planning.

b) Children will have regular teacher assessment in line with our Assessment policy.

7. Extra opportunities

a) We provide other opportunities that allow children at Stamford Green to develop their musical skills and talents outside of the classroom. As well as Drama club and the Choir (KS2) there are a range of peripatetic music lessons which are provided by external teachers. Children who learn a musical instrument get the opportunity to perform at our annual Music Evening.