



Music Policy

Formally adopted by the Governing Board/ Trust of:-	Greenshoots Federation
On:-	
Chair of Governors/Trustees:-	Tim Jermyn
Last updated:-	March 2023

1. The Nature of Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, improvise and perform as well as developing skills in listening and appraising their work and those of others.

2. Purposes

Our aims in teaching music are that all children will build upon their natural responses to music to:

- find enjoyment in creating music (composing, performing and listening)
- give children the opportunity to control sounds through singing, playing and performing
- help children to develop their ability to listen and apply their knowledge and understanding in their musical experiences
- feel able to express their ideas and feelings through musical creation
- learn to listen analytically and for enjoyment
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- feel able to express their ideas and feelings through musical creation
- understand the relationship between sound and symbol and develop a basic knowledge of musical notation for use in both composing and performing
- develop skills in order to use a range of instruments (including the voice) and techniques competently
- appreciate and evaluate the work of a range of composers and musicians from their own and other cultures
- enjoy the satisfaction and pleasure of collaborating with others to make music and of performing as a class or group

- give children an enjoyable and stimulating experience of music which will encourage them to develop their own skills and continue enjoying music throughout their lives

3. Principles of the Teaching and Learning of Music

Music teaching is important because:

- music develops skills, attitudes and attributes that can support learning in other subjects
- learning about music and having the opportunity to play musical instruments and make music together is a pleasurable activity which can provide fulfilment throughout life
- it helps with the nurturing of language, motor skills and collaboration skills

4. Strategies for Teaching Music

The music curriculum is organised as follows:

- music lessons are taught by the class teacher in the EYFS using a variety of songs, rhymes and activities from the Charanga scheme of work
- Charanga gives high quality planning to ensure that all children are given the opportunity to cover the music national curriculum
- Charanga also allows lessons to be differentiated so that all pupils need are met
- Year 1 is taught by the class teacher, using suggested units from the Charanga scheme of work
- Years 2 – 6 are taught by the same teacher, once a week, using the Charanga scheme of work
- Years 2 – 6 learn to play the recorder, glockenspiel and keyboard
- Year 4 have the opportunity to learn an instrument (such as steel drums, brass, ukele or percussion) over a ten-week period
- whole school singing assemblies which occur weekly
- after school singing group

- online music assemblies
- visiting musicians

5. The Role of the Music Co-ordinator is to:

- take the lead in development of policy and ensure progression and continuity in music throughout the school
- support colleagues on their implementation of the Charanga scheme of work and in assessment and record keeping activities
- take responsibility for purchasing and organising resources
- keep up to date with developments in music education and ensure staff are aware of any new developments
- monitor safety standards
- monitor progress in music work by: -
 - regular topic book looks
 - monitoring assessment through recorded data
 - talking to pupils to check understanding
 - observing lessons and supporting colleagues

6. Feedback to Pupils about their own progress in Music

- small group discussions in the context of a practical task
- individual discussions in which children are encouraged to appraise their own work and progress

7. Assessment and Reporting

The Charanga scheme of work provides assessment materials at the end of each unit of work. Also teachers use formative judgements throughout lessons.

The EYFS are assessed against the Early Learning Goals.

Music is recorded via a music topic book, photos and pupil assessment sheets. Feedback is also given to parents via reports and parent consultations.

8. Resources

Resources are kept in the hall cupboard and in the school resources room.

9. Health and Safety Issues in Music

These include:

- use of instruments in accordance with health and safety requirements
- appropriate storage of instruments
- wireless keyboards to prevent tripping hazards
- rechargeable battery packs kept in a safe place

10. Planning and links with other subjects

Although music is a discrete subject, every opportunity is taken to make cross curricular links. In EYFS, rhymes, patterns and rhythms play an important part in the teaching of the curriculum. Topic work can also provide opportunities to introduce music from different times and cultures.