



Copnor Primary School - Music Policy

The purpose of this policy is to explain how and why Music is taught at Copnor Primary School, as well as explaining why Music is a key part of the school's curriculum.

Rationale

Music is a unique form of communication that enables personal expression. Listening to and learning a variety of musical genres is good for the mental health and wellbeing of children. It develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. Through composing and performing, the pupils develop a sense of group identity and togetherness as well as having the opportunity to have fun.

Our aims

- ▶ For the pupils to play a variety of tuned and untuned instruments with control and rhythmic accuracy and an awareness of others.
- ▶ To sing and perform songs in unison with children from across the school, in key stages, across the year group, in class and in other groups, learning how to sing in two parts (understanding phrasing and showing expression).
- ▶ To explore and explain ideas and feelings using musical vocabulary, increasing their knowledge and understanding of musical vocabulary each year.
- ▶ To understand the musical elements of: pitch, pulse, beat duration, tempo, timbre, texture, structure, dynamics and silence.
- ▶ To listen to and discuss the qualities of music from a variety of cultures and to be involved in creating music inspired by different cultures.
- ▶ To improvise and develop rhythmic and melodic phrases when performing.
- ▶ To share their music-making with others when performing.
- ▶ To support and challenge children of all different abilities to improve their musical capabilities.
- ▶ To plan for learning which caters to children's diverse needs and abilities.

Provision

When suitable, year groups plan music into their topic and it is linked closely to other work that they are doing. Music is currently taught in classrooms and there are resources and instruments available in the Mezzanine for use across the school. There are also additional resources available, for example in EYFS.

There are weekly 20 minute singing sessions for EYFS/KS1 and KS2. These sessions give the children the opportunity to practise and learn current and new songs. Additionally, these taught songs are sung as a whole school in assembly, incorporating occasional two part harmonies. They are also taught and sung in year group assemblies and class assemblies as appropriate.

Extra-curricular activities include a choir who perform to the wider community. Individual instrument lessons are currently being taught by specialist teachers from Rock Steady, with each child completing these lessons forming part of a band. The band perform termly, to both their parents/carers and their peers. This allows for the children to have a real-life audience for their music as well as allowing the other children to experience live music.

The skills progression across the year groups is carefully planned out and reviewed regularly by the Music subject lead. The skills progression document provides

information on the skills and coverage that the children need and fulfils the requirements of the National Curriculum.

Children will gain a broad and balanced musical education.

They will:

- ▶ Learn about and sing songs from around the world, including from the British Isles;
- ▶ Learn about music from different periods and genres;
- ▶ Enjoy music lessons with a balance of listening, composing, performing and appraising

Resources are regularly reviewed and replaced when required. Year leaders are given request forms, in advance, for resources needed/ are advised to contact the Music Leader in order to obtain additional resources.

Early year's provision

During the Early Years, young children will be given the opportunity to experience performances of music in different ways; for example, by experiencing a music show or watching a theatre play. They will also be supported to create their own songs, either as new compositions or building upon ones they already know, alongside the singing of a number of well-known nursery rhymes. They will perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

KS1 provision

Pupils should be taught to continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically and listen with concentration and understanding to a range of high-quality live and recorded music. They will be encouraged to experiment with, create, select and combine sounds.

KS2 provision

Pupils should be taught to sing and play musically with increasing confidence and control, building upon their work in KS1 and previous years. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes. Use musical notations to support their compositions. Listen with attention to detail and recall sounds with increasing aural memory use

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

Roles and responsibilities

The subject leader will be responsible for checking and monitoring planning and ensuring that Music is being taught across the school. The headteacher and governors will be responsible for checking that the policy is being implemented correctly.

Staff

All teaching staff are expected to plan, teach and evaluate their Music lessons and they are required to teach Music for at least 30 minutes on every other week (rotating

with PSHE lessons). All staff members in the room during a Music lesson are required to ensure that the instruments are being used correctly and safely, using the behaviour system appropriately if this is not so. They are then expected to return the instruments to the correct place once the lesson has been completed.

It is recognised by the school that some teachers and other staff may not have extensive musical backgrounds. Schemes of work, such as 'Charanga' and additional support from the Music Leader are provided to help mitigate this. It is acceptable for a teacher with more experience and knowledge of Music teaching to undertake a year group's Music lessons; however, this should not be the case for every unit of work otherwise the non-specialist's skills will be further diminished.

In assemblies, all staff are expected to sing.

Pupils

Pupils are required to participate in Music lessons. They are expected to express honest opinions and feelings towards certain styles of Music and they are encouraged to deepen their Musical knowledge and challenge their understanding through reasoning and exploration.

Parents/carers

Parents are encouraged to build and develop their child's understanding of Music, allowing exposure to different genres of Music and cultural experiences, such as visiting the theatre or concerts.

SEND

Children with specific needs will be provided with the appropriate support eg: ear defenders or timers to help control anxieties. This will be specified for individuals on planning.

More Able

Children who are identified on the register as being more able in Music will be provided for in planning. A list of potential more able children will be generated each year. Parents/carers will be able to inform us if their child currently has any private music lessons. These children will be given the opportunity to share their talents or knowledge with their class during Music lessons. Please note that a child is not more able just because they are completing additional music lessons.

Health & Safety

Instruments are stored appropriately according to size, weight and shape. For carrying instruments to other parts of the building and when playing instruments procedures from the health and safety policy will be followed. Any instruments that are damaged will be disposed of before any lesson to ensure the safety of the children. If any instruments are used in a lesson that require being blown (such as ocarinas) they will be sanitised and cleaned appropriately before they are used again. Where possible, dishwashers will be used, with instruments designed to be cleaned in this way purchased. The children are taught not to step over instruments and to handle all instruments with care and respect. Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.

Assessment, Recording and Reporting

Teachers have access to a Music scheme called 'Charanga' which allows children to listen to and learn music at a level appropriate to their development. Work can be assigned to children to complete either at home or in their Music lessons. There is a chance for teachers to assess each unit once it has been taught. Teachers are asked to

record lessons and save onto the server ready for monitoring at a later date. Music Express is still available for teachers to use which also has an assessment at the end of each unit.

Monitoring

The day-to-day monitoring of music at Copnor Primary School is carried out by the music leader. This is further monitored by the Senior Leadership Team through regular learning walks, book moderations and pupil conferencing.

Policy updated: February 2021

Review date: September 2022