

MOTTRAM ST. ANDREW PRIMARY ACADEMY



MUSIC POLICY

At Mottram, we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world.

Aims

- To enjoy listening to a wide range of music from different times and cultures.
- To perform with confidence and enjoyment.
- To sing with confidence and enjoyment.
- To develop composition and appraising skills.
- To develop a musical vocabulary with which to evaluate the music listened to.
- To provide a range of musical opportunities.
- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

Implementation

Music is taught throughout the school, establishing cross-curricular links if appropriate. As well as music lessons in class, whole school singing assemblies take place weekly.

In Key Stage 1, children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

In Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Children are taught to sing a wide-ranging variety of songs and to use their voices expressively. They have the opportunity to play tuned and un-tuned instruments with increasing control and rehearse and perform with others, with an awareness of audience. Reviewed January 2023

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g. pictorial score, by means of a digital recorder, tape recorder, video or using notation).

All pupils are given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Children will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Children are given opportunities to learn a musical instrument as part of a whole class provision. In addition, opportunities are available to learn in small groups or individually with peripatetic tutors.

Role of the Subject Leader

The Music Subject Leader has the responsibility of overseeing music within the school including:

- Leading the writing, implementation, monitoring and evaluation of the policy and the curriculum scheme of work.
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible.
- Monitoring the quality of education by visiting lessons, analysing outcomes and talking to children.
- Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs.
- Keeping up to date with developments in the subject and disseminating information to staff, organising and leading training as appropriate.
- Providing support and guidance to staff as needed.
- Organising extra-curricular trips.
- Attending courses relevant to professional development within their role as subject leader.

Gifted and Talented

Children with a particular talent or gift are encouraged to develop their skills further through regularly performing in school, liaising with parents and outside agencies and the sharing of their expertise with their peers. These children will be given opportunities to share their expertise and embed their own knowledge through guiding others.

Assessment and reporting

Assessment forms an integral part of the teaching and learning of music. This is done by observing children working and performing, by listening to their responses and by examining work

produced. Assessments are then recorded in the Balance assessment tool. An attainment and effort grade on the child's progress in Music is included in the end of year report to parents.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and the learning scheme with the guidance of the subject leader. In line with school priorities, teachers are provided with opportunities for development and training in connection with this subject area as appropriate.