

# Lewknor C of E Primary School

## Music Policy

October 2017 – October 2020

### Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.

Music can be a lifelong source of pleasure. It is education for life.

### Aims

To encourage, all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- be motivated to enjoy and succeed in music.

### Music and the National Curriculum

- The school policy is to plan from the New 2014 curriculum programme of study.
- Music contributes to the wider aims of Primary Education including: RE, English, computing, P.E, art, and P.S.H.E.
- Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

### Pupils' Experiences

Opportunities will be created for pupils to:

- Learn to play a musical instrument before they leave Lewknor Primary. Children in Lower Juniors have opted to learn to play the cornet for the past two years.
- 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.
- learn to sing and to 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.

- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- learn one musical instrument in whole class ensemble lessons.
- participate in small group or individual musical tuition on chosen instruments using peripatetic music teachers.
- perform to wider audiences of parents, local community and other schools at end of year productions, assemblies and Christmas shows.

### **Equal Opportunities**

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

### **Assessment and Record keeping**

- Assessment is on-going and evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in music will be assessed half termly.
- Annual reports for parents – a statement for music is based on the extent to which a pupil has achieved against N.C. attainment targets.

### **Resources**

- Instrument Boxes (tuned and untuned percussion; recorders)
- Keyboard
- 18 cornets for use by Y3/4
- Specialist music teacher ½ day per week (Y3/4).

### **Health and Safety Issues**

- Using instruments appropriately.
- Electrical equipment will be PAT tested regularly.

### **Roles and responsibilities of the subject leader**

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of music teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the music budget effectively;
- to liaise and consult with outside agencies where appropriate;

- to prepare and lead INSET;
- to attend relevant INSET training;
- to review regularly the contribution made by music to a meaningful curriculum.
- to monitor the implementation of the policy regularly.