



Stag Lane Junior School

MUSIC POLICY

Prepared by:	Jo Vaizey
Updated	February 2018
Date for review:	2020



United Nations Convention on the Rights of the Child

Article 28 Every child has the right to an education, and to learn in the best way for them.

Article 29 Every child has the right to develop their personality, talents and abilities to the full, and the right to be the best that they can be.

Article 31 Every child has the right to join in and enjoy a wide range of cultural and artistic activities.

Article 12 Every child has the right to have their voices heard & their views taken seriously.

Article 13 Every child has the right to freedom of expression and the right to information.

Stag Lane Junior School Music Policy

Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. ~ Plato

*Music is magic. It calls for and calls forth all human virtues: imagination, discipline, teamwork, determination. It enriches and inspires.
~ Music Manifesto*

Music expresses that which cannot be put into words, and that which cannot remain silent. ~ Victor Hugo



Vision

At Stag Lane, we aim for Music learning to be vibrant, ambitious and fun. As well as conventional music theory, our pupils study music from many different genres and cultures, and learn to perform and compose with confidence and finesse. Through a wide range of trips, clubs, workshops, performances and assemblies, we seek to celebrate the diverse talents of all our children and to enrich their musical learning, so that they leave us as enthusiastic and accomplished young musicians.

Aims

At Stag Lane we uphold every child's right to develop their talents to the full. We aim to:

- Provide an interesting well-balanced curriculum within which each child learns to investigate sound, develop their musical and cultural knowledge, hone their instrumental and vocal skills and grow musically with enthusiasm and enjoyment.
- Offer children opportunities to develop a range of social and team-work skills by encouraging co-operative working and collaboration on Musical projects.
- Build self-confidence by giving pupils the chance to perform for different audiences and occasions, and experience the satisfaction derived from mastering musical activities whilst striving for the highest possible musical standards.
- Deepen pupils' awareness and understanding of a range of traditions through exposure to music from other times and cultures.
- Embrace all learning styles and to nurture and support those with special educational or language needs by providing a range of ways for children to learn Music including kinaesthetic, aural, visual and physical teaching.
- Nurture and challenge all children including those who have been identified as gifted and talented (see school G&T policy) by providing rehearsal spaces and further opportunities within the school or Harrow borough.
- Encourage musical independence by providing opportunities for pupils to create, listen to and express ideas, thoughts and feelings about music in sensitive, analytical and critical ways.
- Generate Awe and Wonder in lessons, trips, assemblies and workshops, to inspire the children to love Music and take a pride in their achievements, leading to lifelong appreciation & enjoyment of the Arts.

Strategies for Implementation

Teaching and learning

- Each class has a weekly class Music lesson, as well as small group peripatetic classes.
- Lessons are designed to develop technical skills, listening and ensemble skills, musicality and confidence.
- A wide variety of musical instruments are utilised in lessons, including the voice, percussion, electronic and pitched instruments.
- We ensure many opportunities for children to participate in making music from a wide range of cultures, where they can be exposed to the procedures and disciplines of worldwide musical traditions.
- Children are encouraged to perform live music and dance in regular showcase assemblies, developing their confidence and allowing them to express themselves.
- Whole-class focused peripatetic instrumental learning for Year 4 is either provided by Harrow Music Hub as part of the "Importance of Music" 2011 UK Government plan, or by the Music Teacher.
- Teaching and learning is differentiated to meet the needs of individuals and ensure their success.
- Children are encouraged for any contribution they make, however small, and an ethos of inclusion is generated with the belief that Music is for everyone, and anyone can make Music.

Extra Opportunities

- There is a large school Choir open to years 3-6 which performs regularly, both in the school and in outside venues.
- Regular workshops and events are organised by the Music Co-ordinator to inspire and enrich the students' musical and cultural learning.
- Peripatetic small-group keyboard, guitar and strings lessons are made available to children in school.
- There are regular opportunities for the children to experience the magic of live music and theatre in London's West End through Music trips.
- The school provides pupils with regular opportunities for performance, including the Y6 musical production, SongFest, Choir assemblies, the keyboard club concert, Y4 peripatetic concert, celebration talent assemblies, yeargroup showcases, choir shows and the Christmas Production.
- The Music Teacher hosts a weekly "Open Music Room", providing a safe space at lunchtimes for any children to practice, try new instruments, sing or listen to Music.



Planning and Delivery

At Stag Lane, pupils receive a broad and balanced curriculum in which Music lessons are provided regularly to enable progression in knowledge, skills and understanding. The Music curriculum is written by the Music Co-ordinator and is based on the National Curriculum's Minimum Expected Standards, ensuring that pupils progress and develop their musicianship in a strategic and focused way. Upholding the National Curriculum programmes of study, the scheme of work for Music is delivered using Music Express, and the teacher's own units of work, which are linked where possible across the curriculum. Each themed unit of work for Music is designed to develop the students' knowledge and musicality through involvement in the interrelated activities of performing, composing, appraising and listening.

Music Across the Curriculum

1. Literacy

By nature, most Music units link closely with narratives. Additionally, Music supports the development of reading where possible and offers many opportunities for use of language, including descriptive and responsive speaking, writing and acting.

2. Numeracy

Music highly supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical and graphical representation and by Year 6 all children have established a secure sense of timing and the numerical complexities of notation.

3. ICT

In Music lessons, pupils have opportunities to use video equipment, cameras, keyboards, ipads and computer software programs to improvise, collaborate and compose. Technology is integrated into lessons to enrich and support topics, and to engage and inspire pupils.

4. History

Pupils explore the musical traditions of various historical periods, often linking to the wider curriculum. The history of various genres of music is studied, and pupils are introduced to many of the most influential composers and figures in the history of music.

5. Modern Foreign Languages

Foreign language songs are integrated and learned as part of wider thematic topics.

6. Personal and Social Development

This is promoted through musical activities which naturally have a special emphasis on collaboration, pupil voice, ensemble playing and supportiveness.

7. Physical Education

Music is linked to fitness and movement through dance, choreography and performance.

Assessment and Recording

Pupils' achievements in Music are assessed in line with Stag Lane's Assessment Policy. Ongoing Assessment for Learning (AfL) is practiced within class and group sessions, including 1) references to Learning Objective and Success Criteria, 2) performance and evaluation and 3) self and peer assessments of understanding, outcomes and progress. Termly assessment is used diagnostically by the Music teacher to evaluate the children's standards and achievements and to inform future Music provision and school development.

Pupils' musical achievement and progress are recorded through:

- Sound and visual (digital video camera and ipad audio recorder)
- Written evidence through graphic and conventional scores
- Teacher observation
- Self and Peer assessment
- Performances for peers and parents

Using the assessment evidence provides

- Developments in planning in the short and long term
- Ideas for individual differentiation
- The annual school Music Report
- A school website Music portfolio for parents

Article 12: *Every child has the right to have their voices heard & their views taken seriously*

A Music Blog is maintained on the school website, where children can write comments, express their views and support each other.

Classroom Organisation

The Music Room is used for most Music lessons, with the instruments readily available to students when they come down to class. This room is also used as a practice room at lunchtimes, with the Music teacher maintaining an open-door policy and welcoming atmosphere to encourage collaboration and participation in Music.

Learning Resources

There are a wide range of resources for use in Music lessons, which are kept in good condition and replaced when necessary:

- Tuned and untuned percussion instruments
- Keyboards, adaptors and extension leads
- Instruments including guitars, recorders, harmonicas, violins, handbells etc.
- Digital camera, ipads, recording devices.
- Portable speaker and microphones for productions
- Dressing up clothes provided by the Music Teacher
- Listening centres including tape recorders, CD players and headphones;
- Many song books and scores etc.
- Schemes of work eg. Music Express for teachers to utilise.
- Grand piano in the hall
- Year 4: Class set of recorders owned by the school and used in peripatetic lessons
- Stage make-up box for school productions

Health and Safety

Equipment and procedures comply with the school Health and Safety Policy and all children are taught how to stay safe in Music lessons and on Music trips.

Monitoring and Evaluation

This policy will be monitored by the Music Co-ordinator, Headteacher and Governing Body, who will annually look at the standards achieved in Music and monitor the views of pupils through discussions, conferencing and targeted feedback.

