



WHERE STARS SHINE

MUSIC POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

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1. Aims and Vision

At Severnbanks Primary School, our music curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music. It aims to increase their self-confidence, creativity, and imagination. It provides opportunities for self-expression and a sense of personal achievement. Music opportunities will support children's mental health and allow them time to express their emotions in a creative manor. Modelled on the National Curriculum, we offer opportunities for students to develop their talents in all aspects of music including composition, singing, performing and appreciation through a progressive pathway. We provide enrichment opportunities through music clubs, where children can learn to sing as a choir and play instruments as an ensemble. We also provide opportunities for children to access 1:1 instrument tuition.

Through performing, listening, critical analysis, singing, improvisation and composition, the children will develop an understanding of the interrelated dimensions of music.

2. UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28: Every child has the right to an education.

ARTICLE 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. Children with Special Educational Needs

At Severnbanks Primary School, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

4. Teaching and Learning Style

At Severnbanks School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences such as encouraging visiting musicians, through which we aim to build up the confidence of all children.

Singing lies at the heart of good music education. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. This is also explained further in our school singing strategy.



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We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music and how individuals combine together to make sounds. We begin to teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

5. Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by a local Music teaching school as well as the Local Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

6. Music Curriculum Planning

Our school uses a scheme of work "Kapow" for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each half-term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum and link these to other areas of the curriculum.

The medium-term plans, as published by "Kapow", give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans. Teachers are encouraged to make musical links with other subject areas, to enhance and enrich their learning experience. These plans are set out on the school Medium Term Plan proforma.



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The class teacher assesses the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader may discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

7. Foundation Stage

We teach music in reception classes as an integral part of "In The Moment Planning" throughout the year. EYFS have access to "Kapow" online in order to teach discretely or during "In The Moment Planning". As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

8. The Contribution of Music to Teaching in Other Curriculum Areas

8.1 English

Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

8.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes.

8.3 Computing

Music technology is used in music where appropriate. Children use computer programmes to compose music. Children may be given the opportunity to record their music on iPads.

8.4 Personal, Social and Health Education (PSHE) and Citizenship

Music contributes to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role



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to play in building self-confidence. Participation in successful public musical performances is encouraged to promote self-esteem and real enjoyment of singing.

8.5 Spiritual, Moral, Social and Cultural Development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Severnbanks School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

9. Assessment and Recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the progress of the class and this is recorded on the insight pupil tracking system. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year by way of their end-of-year reports.

The music subject leader keeps samples of children's work in the form of recordings and performances, photographs and annotations where appropriate. These are kept in the Subject Leader portfolio. Class teachers may also keep their own annotations and samples of work.

10. Resources

Music resources are available for all classes. We keep resources for music in central store cupboards for each Key Stage.

The school choir and musical events

All children in the school are given the opportunity to take part in a variety of musical performances throughout the year. These may be part of a year-group play, a class assembly or as a fun activity in after-school clubs or 'Golden Time'.

The school choir meets on a weekly basis, more frequently as required near to an event. Rehearsals are sometimes with children from other schools in the cluster, particularly when in preparation for a local event such as the Lydney Music festival. The choir performs at the Friends of Severnbanks fates and other fund raising activities, such as carol singing in the community (local supermarkets, Residential and Nursing homes). The school choir also take part in Young Voices once a year.

11. Monitoring and Review



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The music subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader has specially-allocated time for carrying out the task of monitoring teaching and learning by visiting classes to observe teaching in the subject. The subject leader creates the school music development plan which is published on the school website.

**This policy is available on the school website: [Severnbanks Primary School - Policies](#)
Paper copies are available on request from the School Office.**