



Newburgh
Primary School

Music Policy



Policy on Music

Intent

At Newburgh Primary, we intend for all children to have the opportunity to experience a rich range of musical experiences, through both high-quality music lessons and extra-curricular opportunities. Through listening, singing, playing, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres, we intend for children at Newburgh to develop their self-confidence, a critical engagement with music, and an understanding and acceptance of all types of music.

Taken from the National curriculum 2012

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation (How do we teach this?)

Music lessons are taught once a week at Newburgh Primary School. The key knowledge and skills for each year are mapped to ensure progression between years including reference to the elements of music so that children are able to use some of the language of music to understand and analyse it. Each year group gets the opportunity to sing, listen, play, perform and evaluate. The knowledge and skills to be taught in each year group are linked to class topics where possible. The planning is supplemented by Music Express, Charanga and BBC Ten

Pieces. Children also experience whole class instrumental teaching for at least two half terms per key stage.

Music is incorporated into other areas of the curriculum at Newburgh eg. counting/multiplication songs for maths, moving to music in dance lessons, Christmas/Easter/Harvest performances, singing assemblies. We also have visits from external musicians to perform for the children and have carried out whole school music days where children complete a carousel of activities, allowing the children to explore how music links to dance, art, poetry and drama.

Extra-curricular opportunities at Newburgh, such as peripatetic music lessons and the school choir, allow children to further develop their knowledge and skills.

Planning and delivery

A long term plan has been devised by the subject leader in conjunction with teaching colleagues. This maps the music topics to be studied in each term and highlights the links to other subjects. The curriculum map ensures progression between year groups.

Teachers of music lessons have access to the curriculum map and plan lessons to suit the class. These are discussed regularly on an informal basis.

All classes will have one music lesson per week. These lessons are carried out in classrooms or in the music room which is fully equipped with a range of instruments and displays to aid the children's learning.

We aim to supplement the children's opportunity to take part in music by providing after school clubs such as choir. We regularly make use of outside links to gain extra opportunities for the children. This includes Warwickshire Music Hub, A Singing Town and Leamington Music. We have arranged to take children on trips to Symphony Hall and to sing in the local community at care homes and for events such as the lighting of the Christmas lights in Warwick Town Square.

Inclusion

Teachers set high expectations for all pupils in their year group. Lessons are planned based on prior attainment, and appropriate assessment is used to set deliberately ambitious targets. Lessons are planned to ensure that there are no barriers to all pupils achieving, allowing opportunities to study a broad, balanced and full national curriculum. Identifying needs and ensuring all pupils have access to any specialist equipment or differentiated approaches to enhance learning. With the right teaching all children should achieve, no matter their identified need.

Resources

Staff use the curriculum map, Music Express and Charanga to plan music lessons. All classrooms have access to projectors and speakers. We have a bespoke music room which is fully stocked with a range of instruments, stands and resources to support a first class music education.

Additional music teaching:

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Music Hub. Parents and carers 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, such as the guitar, violin, clarinet or flute. 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. A small number of our more able musicians also play as part of an orchestra together with children from our cluster schools. There is also a school choir which practises weekly.

Impact – How do teachers monitor and assess this?

Children are informally assessed throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Lessons are planned to build towards achievement of end of key stage 'end points' as informed by the National Curriculum 2014. Teachers delivering music keep a record of which children have 'met', are 'working towards' or have 'not met' these 'end points'.

Monitoring and review from Subject co-ordinators and SLT

The co-ordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in music;
- gives the Head teacher a termly summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated management time to review evidence of the children's work and to observe music lessons across school.