



# Stoke Prior First School Music Policy

## 1 Aims and objectives

Music education should bring about an understanding of music through listening, appraising, composing and performing. Children will develop an understanding of musical concepts including pitch, rhythm, timbre, texture, structure and aspects of style and expression. Children will extend their knowledge and experience of music from a variety of historical and cultural sources.

Children will learn:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.
- that through singing songs they can learn about the structure and organisation of music whilst enjoying the singing experience.

## 2 Teaching and learning

Children will be encouraged to develop a love of music and to respond sensitively to it. Staff will demonstrate to children that music can be an appropriate medium in which to express feelings and ideas. Musical activities encourage full and active participation by all children. We differentiate by: - using peer support – partnering children of different abilities - setting tasks which are open-ended and can have a variety of responses - providing resources of different complexity that are matched to the ability of the child

## 3 Additional music teaching

Children are offered the opportunity to learn to play the violin with a peripatetic teacher, organised by Severn Arts. These lessons are taught to small groups of children. This is in addition to the normal music teaching of the school, and usually takes place during lessons, from which children are withdrawn for the duration of the instrumental lesson. Recorders are taught to all children in Year Three. Year Four receive whole class instrumental teaching within curriculum time. Year Four instrument tuition is provided by Severn Arts and at no cost to parents.

## 4 The curriculum

We teach the skills set out in the National Curriculum through the corresponding programme of study. Refer to the Policy on Curriculum for further detail.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

Our school uses the Music Express scheme published by A & C Black as the basis for its music planning. The topics that the children study in music build upon prior learning. The progression in Music Express means that the children are increasingly challenged as they move through the school. In addition, through Dance (PE) lessons, children will be given the opportunity to appreciate and respond to music. In assemblies, the children hear music from different composers, think about the instruments heard in the music and become aware of the varying moods created by the music.

## 5 The contribution of music to teaching in other curriculum areas

Music contributes significantly to the teaching and learning of all curriculum areas. It is 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 can be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes.

Through the common goal of making music, children learn to work effectively with other people, and to 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 to play in building self-confidence. Participation in successful public musical performances can often be one of the memorable things young people do at school.

## **6 Music and ICT**

Information and communication technology enhances the teaching of music. Children operate CD players and listen to music on CDs. They may listen to music on the internet and record their own compositions to enable others to listen at a later date. The school has digital applications to help children manipulate sounds.

## **7 Music and inclusion**

We teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our music teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation and individual plans for pupils with SEND. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

## **8 Assessment for learning**

We assess the children to ensure that they make progress. We do this informally during the lessons and at the end of each term when a particular skill is completed. Learning objectives and outcomes are shared with the children and feedback is given so that they know how well they are doing. Overall attainment is reported to parents through the annual written report.

A record is kept of the levels the children achieve on an end of year music assessment tracker.

## **9 Resources**

An audit of resources has been carried out to ensure there are sufficient resources for teaching music in school. Should instruments be damaged lost, or broken, staff inform the music subject leader who arranges replacements as appropriate. We keep resources for music in a central store.

## **10 Musical Events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Year Four take part in a music transition morning to Aston Fields Middle School. They learn a song in preparation to perform to other schools taking part as well as learning songs during their morning there. Throughout the spring term we have a singing club, which children are encouraged to join. The club meets on a weekly basis after school. Its primary aim is to enable children to enjoy singing together. However, there is also the opportunity for children to perform to the school at the end of each half of the spring term. All pupils also have the opportunity to perform at the school's Christmas, Harvest and Easter celebrations. Children are invited to perform weekly at the beginning of Singing Assembly. This may be individually, with a partner or in a group. They may sing or play an instrument.

## **11 Monitoring and review**

The coordination of the music curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work.

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| Person(s) responsible: | R.Bullock               |
| Date Policy agreed:    | January 2023            |
| To be reviewed by:     | January 2026            |
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