

Larkrise Primary School



Music Policy

Intent

At Larkrise we feel that Music should have a high profile in the curriculum because it is an expressive art, enhancing sharing and communication. Children will develop their musical skills through singing, playing tuned and untuned instruments, composing music and responding to music that they listen to. Children will develop transferrable skills which are key in their development as learners and have a wider application in their lives both inside and outside of school e.g.: team-working, leadership, creative thinking, decision-making and performance skill.

Music is a fundamental, life enhancing experience practised in all cultures and societies with a wide range of styles and provides expressive, spiritual, emotional cerebral and physical development.

Our intention is to capture children's enthusiasm and vitality to utilise and enhance their experience, awareness and understanding of the exciting and diverse world of music.

Aims

The school vision is that the teaching of music will promote and incorporate the following:

- To develop enjoyment, confidence and self-expression through practical involvement
- To develop skills in listening, appraising, performing and composing
- To develop involvement intellectually, physically, spiritually and emotionally
- To develop the use of technology to create, manipulate and store sounds
- To develop understanding of the styles and significance of music in other cultures
- To develop personal choices, opinions and preferences for a range of musical styles

Implementation

Music is planned and taught through the National Curriculum for KS1 and KS2 and in accordance with the FYFS framework for FYFS. A variety of teaching resources to support teachers in this are available (see resources) and the subject leader is available to provide guidance and support.

To enable this to happen pupils will:

- Take part in weekly music lessons.
- Be given a range of opportunities to take an active part in composing, rehearsing, performing and listening and appraising.
- Be given the opportunity to explore a range of instruments including the voice.
- Take part in special events such as 'Spanish Day' where world Music is celebrated and performed in groups.

Where possible teachers will forge cross curricular links to other subjects. Teachers may find opportunities for this through performance and enhancement of literature in Literacy, themes and concepts arising from humanity themes and topics and Mantle Of The Expert Projects.

Larkrise has strong music links to the wider community and has developed a positive reputation that it continually seeks to develop and enhance. This includes:

- Formal music lessons available
- EYFS and KS1 Christmas performances
- A large scale KS2 summer production
- Involvement in the KS1 music festival

- Regular class and event assemblies
- Weekly singing assemblies

Planning, Progression & Continuity

To ensure progression and continuity:

- EYFS teachers plan in accordance to the EYFS framework
- KS1 and KS2 teachers use the Charanga schemes of work designated for their single groups
- All teachers are encouraged to also refer to/be familiar with National Curriculum objectives and levels

When planning teachers:

- Produce a long term plan to ensure appropriate overall coverage of topics/aspects to be covered for each term/unit of study
- To follow Charanga weekly planning
- Make notes after weekly lessons to inform future lessons and assessment

Inclusion (SEN, G&T, EAL, differentiation)

It is paramount that Music is taught and promoted as an inclusive, creative subject open and accessible to all pupils. To promote, encourage and ensure this, Music at Larkrise incorporates the following:

- Schemes of work/EYFS framework to be followed by staff to ensure a wide range of skills and activities and opportunities are experienced
- Mixed ability planning and lesson delivery by teachers
- Monitoring of planning by subject leader and leadership team
- Additional CT and/or LSA support to explain tasks, skills to SEN pupils
- Additional CT and/or LSA support to explore and complete tasks, skills with SEN pupils
- Additional and/or modified resources where possible for SEN pupils, for example headphones during loud activities such as drumming, additional visual and auditory stimuli
- Additional CT and/or LSA support to explain tasks, skills to EAL pupils
- Additional CT and/or LSA support to explore and complete tasks, skills with EAL pupils where needed
- Additional and/or modified resources for EAL pupils, for example additional and/or different visual and auditory stimuli
- G&T pupils to be identified and given opportunities to extend and explore skills and strengths
- G & T pupils to be encouraged to learn music in addition to school, for example, learning an instrument

Assessment Procedures (Recording and Reporting)

Teachers should:

- Evaluate weekly lessons

- Assess pupils listening and appraising skills, ability to generate creative ideas, ability to choose and play instruments, sing and work produced from this by observation, discussion, and evaluating work in different stages of the creative process in all areas of listening and appraising, composing, developing and evaluating
- Reference to the National Curriculum and scheme of work should be used to support and inform assessment

Subject Leader should:

- Use findings from monitoring to report back to staff and leadership team on informal and formal basis
- Complete annual subject leader report
- Keep up to date on current practice and inform staff of any changes and development

Responsibilities

The Subject leader should:

- Promote schools aims and teaching and learning values
- Attend CPD sessions to gain valuable knowledge and skills from expert colleagues.
- Monitor planning, delivery and evaluation of weekly lessons in accordance to policy statements (see relevant sections of policy)
- Monitor inclusion and assessment (see relevant sections of policy)
- Monitor and check appropriate health and safety procedures are being followed
- Audit, order and monitor resources and evaluate/organise repair and/or disposal of any damage/issues
- Liaise with and support staff in the teaching and learning of Music in school
- Identify any staff development/resource needs and organise appropriate support

The Class teacher should:

- Incorporate schools aims and teaching and learning values into their classroom practice
- Plan, deliver and evaluate weekly lessons in accordance to policy statements (see relevant sections of policy)
- Incorporate inclusion and assessment policy statements (see relevant sections of policy)
- Follow appropriate health and safety procedures
- Look after resources and report any damage/issues to the subject leader immediately

Monitoring

Monitoring is considered an ongoing integral part of teaching and learning at Larkrise and incorporates the following:

- Regular environmental walks by subject leader and leadership team
- Informal and formal lesson observations by subject leader and leadership team
- Monitoring of medium and short term planning by subject leader and leadership team

Health & Safety

- Tambours and tambourines should not be held with a thumb inside the thumb hole as this can cause strain injuries
- When conducting or directing, children should stand in suitable space
- Care should be taken when tightening strings on stringed instruments as they can snap and cause injury (this should only be undertaken by suitable adult)
- Damaged instruments must be returned to the subject leader as soon as they are discovered. They will then be assessed for safety, potential repair and their subsequent use evaluated
- All ICT resources should be used in accordance to the ICT policy and guidelines.

Resources

- EYFS: a range of smaller sized instruments suitable for younger children are based in the EYFS classroom.
- KS1/KS2: All musical instruments are held in a storage room. These include a range of tuned and un-tuned percussion instruments (including a large range of drums enabling whole class drumming sessions, a selection of world instruments and instruments suitable for use as sound effects), a whole class set of 30 glockenspiels and a set of children's guitars.
- 1 piano based in the hall
- Whole class set of acoustic guitars.

Useful Links and Support

Arts Development, Chelmsford Council 01245 606691

Designated contact within school

Miss Jordanne Bowers

Policy Review

This policy was written in November 2023 and will be reviewed every 3 years.