

Whitwick St. John the Baptist C.E. Primary School

Music Policy

Agreed by Staff: December 2020
Agreed by Governors: December 2020

Signed (Chair): _____ Date: _____

Rationale

Music has a diverse range of facets which are taught within the Music National Curriculum. These include the study of musical appreciation and musical knowledge which together are used to develop individual skills.

Aims and Objectives

The study of music should allow children:

- The opportunity to study music within the guidelines of the national curriculum irrespective of gender, ethnic origin, disability or social/educational deprivation
- To develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgments of musical quality
- The opportunity to develop individual musical knowledge and skills to enable them to understand music in relation to their own and other musical traditions
- The opportunity to explore a wide variety of both tuned and un-tuned instruments, including musical instruments from different cultures
- The learning experiences in order to develop musical skills, confidence and self esteem
- The opportunity to explore all areas of music regardless of ability
- To explore and enjoy the fun of music making both in groups and at an individual level
- To be involved in musical performing, composing, listening and appraising.
- To perform their own compositions and works of others to a variety of audiences (such as other children, classes, year groups, school, parents and the wider community)

The Scheme of Work for Music

The National Curriculum is followed for the teaching of Music as well as the use of the LSMS unit plans and Charanga.

How Music is to be taught

- Music is taught within each individual class. It is also occasionally taught as a whole year group and mixed age groups within each key stage.
- All children are given the opportunity to develop their own musical appreciation by listening to the diverse range of music provided by the staff during whole school assemblies.
- Children are given the opportunity to learn a musical instrument in year 4 as part of Whole Class Ensemble Teaching (WCET)
- Children are given the opportunity to be taught music on an individual basis by a private peripatetic teacher, on a fee paying basis.
- In Year 3 there is the opportunity to be involved in Vocalease which combines music and singing
- Singing is promoted as an enjoyable activity taking place in the classroom and also in assemblies.
- Pupils in Key Stage two are given the opportunity to participate in the school choir, which enables pupils to have the opportunities to perform to wider audiences and collaborate with other school choirs.

Special Educational Needs

- All children, regardless of ability, should be given access to all aspects of the musical curriculum.
- Where appropriate, tasks will be set which offer open ended outcomes to allow for differentiation.

Assessment and Record Keeping

Due to the practical nature of the subject there are very limited opportunities for written evidence of children's achievements. Year groups are to provide evidence of skills via Knowledge Organisers for each unit which are to be displayed in discovery books. Assessment will often be of a practical observational nature, where teachers will record particular achievements of individual and groups of children. Statements on Target Tracker will be updated annually.

There may be opportunities to record some aspects of the children's work which could be used to inform teachers of the children's achievements.

Teachers will assess the children's progress at the end of each unit.

Monitoring and Evaluation

The Music subject leader will monitor and evaluate music across the school in line with the monitoring and evaluation policy.

The Music subject leader will:-

- Monitor planning across both key stages to ensure the music curriculum is being covered.
- Observe lessons to assess delivery of the music curriculum.

The Music subject leader will also:-

- Monitor the use of musical instruments and purchase additional equipment, where appropriate to enhance the delivery of the music curriculum.

Teachers need to inform the Music subject leader:-

- If any instruments are unsuitable for the children's use.
- Of any broken instruments which need to be replaced.
- Of any resource that they discover which may assist them in the delivery of the music curriculum.

Considerations due to Covid-19

Governmental advice regarding the teaching of music states that:

When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.

(Guidance for full opening of schools, updated October 2020)

With regard to the above the following steps are to be observed when teaching music:

- Singing in class, year group or as a whole school in an indoor environment is to be avoided
- The teaching of music will still take place for all year groups with the “Covid-19 Safe” version of the Charanga units being used.
- Recorders and other blown instruments are not to be used until it has been deemed safe to do so and class sets of glockenspiels are to be used to teach the instrument playing sections where appropriate.
- Choir can continue to take place, at the choir lead and head teacher’s discretion with appropriate measures being practiced – such as smaller numbers, well aired rooms and staff to wear face shields at all times.
- All equipment and instruments used must be correctly sanitised and stored before, during and after use.