

# Lovers' Lane Primary and Nursery School



## Music Policy

Date Reviewed: September 2022

Next review date: September 2023

## Music Rationale

- Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
- Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.
- The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

## Aims of Music

### **General**

To ensure all staff, children and Governors are aware of the aims for learning and teaching Music at Lovers' Lane Primary School and that these are applied.

### **The National Curriculum states for music the aims are 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. (National Curriculum 2014)

## Content of the Subject

### **By the end of Key Stage 1 the pupils should have been taught to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

(National Curriculum 2014)

### **By the end of Key Stage 2 the pupils should have been taught to:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

(National Curriculum 2014)

### **The Early Years Foundation Stage**

We teach music in reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Expressive Arts and Design 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.

## Equal Opportunities and Inclusion

To achieve equal opportunities and inclusion in Music at Lovers' Lane we achieve this by:

- Using a variety of teaching methods and different learning styles to meet everyone's needs.
- Making teaching resources are accessible for all learners.
- Including diversity within teaching – making reference and using examples from a variety of cultures, religions, traditions.
- Within our Music Express Scheme of work multicultural themes are included in the lessons.

## Roles and Responsibilities of Music Coordinator

**The Music co-ordinator will:**

- Communicate a personal interest, knowledge and enthusiasm for Music
- Lead curriculum development, support and advise colleagues
- Maintain records, examples of work and policy documents.
- Manage and organise resources, including any financial allocation.
- Monitor and review progress and achievements in Music.
- Communicate as required with the Head teacher, governors and parents.

## Evaluations

**Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)**

- Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- Music assessments are completed on the school's foundation subjects' assessment tickets which are in-line with the new curriculum.

## Implementation of the Music and Resources

### **1. The 'Music Express' Scheme of Work**

- The 'Music Express' scheme of work provides the basis of music lesson content from Foundation Stage to Year 6.
- This in-turn informs the medium term planning as to what is taught within Music teaching units.
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.

### **2. Resources**

- Music resources are many and varied, including:
  - a) Listening centres including tape recorders, CD players and headphones;
  - b) A large selection of tuned and untuned percussion instruments;
  - c) Other instruments including guitars, keyboards, recorders etc;
  - d) The 'Music Express' scheme of work (FS to Year 6);
  - e) A vast range of song books, CDs, Christmas productions etc;

### **3. Extra opportunities**

- There is a school choir which is made available to children in years 3-6.
- Violin lessons are available to children in Key Stage 2.