



South Molton Community Primary School



Music Policy

Music Statement Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At South Molton the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at South Molton is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the weekly learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at South Molton. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based through whole class instrument teaching and cross curricular planning.

Assessment

Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Pupils are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Students are encouraged to make judgements about how they may improve their work. Teachers record their assessments through our curriculum tracker and complete a formal end of year assessment to track progress and to support handover to the child's next year group.

Planning and Resources

Planning and resources for classroom music are provided through our curriculum planning for imaginative learning projects, Devon Music and Charanga Musical School. For weekly singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the music lead. Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources are provided by the school but organised by the teacher.

Organisation

Music lessons are weekly and half an hour in length. There is also a weekly fifteen minute singing assembly for each Key Stage. Students that wish can apply to learn violin, keyboard, trumpet, horn, trombone, clarinet or saxophone. These lessons are weekly, and are either to an individual or in small groups of up to 4 children. The children can join our popular school choir which takes part in lots of community and inter-school events and children can choose music clubs or take advantage of the singing, piano and flute peripatetic teachers who come into school. There are several concerts and events that South Molton children take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is, and usually an agreement is made between senior management and the music co-ordinator as to who will manage and organise any aspect of the event.

EYFS

Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be lead by their peers. Songs are linked to class topics when appropriate. There is an annual Christmas show that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

KS1 and KS2

In KS 1 this is extended upon, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. The lessons involve singing, movement, body percussion and playing instruments. In KS 2 students learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions.

Equal Opportunities

The music curriculum adheres to the South Molton Equal Opportunities Policy. The music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

Inclusion

The music teacher supports and facilitates access to the music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at South Molton is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level.

This is done by:

- Setting open-ended tasks
 - Incorporating gradual increases in difficulty of tasks across the curriculum
 - Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups
 - Providing resources of different complexity
 - Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

Music has numerous avenues for every student. Alongside the classroom music lesson each week there are any number of ensembles and private instrumental lessons for the students to participate in. The teaching and learning in these ensembles and/or lessons will reinforce and diversify what any child learns in the classroom.

Role of the Subject Leader

The role of the music co-ordinator is:

- Writing and delivery of music policy across the school
- Preparation and delivery of both KS1 and KS2 music assemblies
 - Coordinate and stage school concerts per year. These concerts are to showcase work from students who have learnt an instrument in school, or participated in one of the school ensembles and whole year group shows.
- Coordinate involvement in music festivals and trips: liaise with SMT, peripatetic teachers and Music Service, and inform parents of details.
 - Liaise with peripatetic staff about any concerns or issues, and then with SMT as required.
- Order and maintain musical equipment. Organise instruments to repair person.

- Create appropriate displays and posters in the music classroom.
- Liaise and maintain a good working relationship with the Devon Music Service and attend local learning community meetings.
- Ensure a living and healthy musical environment exists at the school.

Parents

Parents are encouraged to be a part of their child's musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework, and other times students will be given materials and encouraged to work towards a confident performance as decided is appropriate. In this case students are given guidelines as to what an appropriate goal might look like, and how to go about achieving it. Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at South Molton.

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