



**ALL SAINTS**  

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**ACADEMY TRUST**

# Music Policy

April 2020

## **Impact**

Our pupils develop the knowledge, skills and understanding to prepare them for the next step in their music educational journey; an appreciation for creativity and education for the Fullness of Life. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It plays a key role in personal development as listening to and making music enables self-expression and creativity. It forms part of the 'cultural capital'. The trust aims to provide a greater understanding of the world and promotes tolerance of cultural differences, abilities and generations. In addition to being a source of inspiration and motivation, Music can be a highly academic and demanding subject; stimulating both emotional and intellectual responses. It also encourages mutual respect and prepares pupils to take an active role as citizens, developing a sense of belonging to both their local community and the wider musical community. We provide opportunities for all children to create, play, perform and enjoy a wide variety of musical forms; to develop skills, and to use their wise, lively and enquiring minds to share their own thoughts and opinions when making judgements about the quality of music.

## **Intent**

Children should leave Feering with an awareness of a diverse range of music and have the knowledge and vocabulary to be able to discuss what they play and hear. We intend to help children of all abilities develop positive attitudes and experience success and satisfaction in music. They should know it is acceptable to like or dislike what they hear, but that opinions should be justified to help others to understand them. Music bears many cross-curricular links including Maths, English, Computing, P.E, Art, P.S.H.E. and citizenship. Music also supports our learning behaviours, and other life skills, such as: listening, working hard and concentrating, imagination, intuition, aesthetic sensitivity, not giving up, having the self-confidence to improve and try new things, and having respect for themselves and others. All of these serve to enable pupils to access life chances; enjoying and making the best use of their time both in and out of school.

As set out in our Progression of Skills, we encourage all pupils to:

- develop musical skills and concepts through exploring sounds, melody and accompaniment
- understand that music can represent and communicate mood and emotions through listening, evaluating and appraising and expressing their reactions to what they hear through movement and dance
- use music as a memory aid for other learning through rhyme and rhythm patterns
- develop imagination, creativity and collaborative skills through co-operation with others in the shared experience of composing and performing, enabling them to make positive and productive relationships with others and sing collectively with control; developing their ability to sing expressively in tune, and to listen to others
- be motivated to enjoy and succeed in music; understanding that music is produced by a variety of instruments, recognising pulse and pitch
- controlling pulse, rhythm and instruments and exploring how sounds are made, and can be organised into musical structures

- create written and pictorial representations of their compositions, enabling them to be read and played by others, building up to reading and writing notation using a range of tuned and untuned instruments, body percussion and vocal effects, using I.C.T. to create and record compositions where appropriate
- explore music in a range of contexts, a variety of genres, styles and audiences and develop an understanding of musical traditions and developments in a variety of cultures including gaining a knowledge of great composers and examining the relevance of when, where and why a given piece of music was written
- make and quantify judgments about the quality of music, recording their findings in a variety of ways

### **Implement**

Authentic musical exposure encourages children to widen their musical knowledge, skills and understanding; creating high levels of musical engagement. Teachers plan from the subject content outlined in the National Curriculum (2014) and EYFS Guidance taken from Development Matters. We have 2 focus year groups for Music teaching who have weekly lessons with a Specialist teacher, including whole class instrument learning. In other classes, Music is taught half termly through links to our topic teaching.

Our planning ensures that we:

- undertake a balanced programme of activities, with varied delivery including use of the Charanga resource
- make use of the wide range of instruments we have including djembes, cornets, flutes and tuned percussion across the trust
- engage outside agencies to provide memorable moments opportunities for the pupils to be audience to performances outside of the school community through biannual musical experiences and workshops, the annual visiting Pantomime and Year 6 musical theatre visit
- provide on-going opportunities to participate in small group or individual musical tuition on a chosen instrument using peripatetic music teachers
- provide performance opportunities throughout the year, including through individuals playing as the school enters and leaves daily worship, termly productions, church services, celebrations, our annual musical showcase as well as further opportunities in the local and national community. These serve to give a relevant and meaningful context to all of our musical learning for our pupils and enable the comparative experience of indoor and outdoor performance spaces.
- make use of a range of technology to teach composition and enabling listening of recorded and live music
- provide opportunity for whole class ensemble lessons in 2 year groups, from our music specialists at each school
- provide a weekly singing worship, exploring the musical as well as religious and reflective qualities of the hymns and songs we learn as a whole school led by the Music Lead and expose the children to a range of high quality music through our

Music of the Month, which is celebrated and discussed in singing worship once a month and listened to as the school enters and leaves weekly singing worship

- provide extra-curricular clubs either at lunchtimes or after school, which gives children the opportunity to collaborate with children in other classes and year groups

### **Challenge for All and SEND**

Enjoyment and achievement for all is our aim; every child should have the opportunity to enjoy musical activities. We encourage inclusive participation in musical experiences through which we aim to build the self-confidence of all individuals. Pupils are immersed in an enriching environment that challenges stereotypes and supports the appreciation of other cultures. All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their starting point. We provide suitable challenges to suit the ability of our pupils.

We achieve this through:

- open-ended and self-selected learning opportunities which can have a variety of responses
- over-learning skills and vocabulary to embed and master key skills and knowledge
- using a memory-friendly approach of regular questioning to support this over-learning
- ensuring children work in mixed ability groups
- setting challenges of different complexity which pupils self-assess to select
- using LSAs to support the work of individuals where necessary

### **Assessment**

- Assessment is ongoing and evidence is gained mostly from teacher observation, questioning but also through written outcomes, individual presentations, demonstrations and collaborative responses.
- Feedback is most useful to the pupil when it is in the moment, so will be verbal and targeted to each pupil or groups development needs
- Annual reports for parents – Within a statement of progress in the Arts, the children of Key Year groups will all have a statement of skills and knowledge relating to music.

### **Resources**

We have: Djembes (class set at each school), Cornets (class set at St Andrew's), Flutes (class set at Feering), a range of tuned and untuned percussion, Keyboards, Production materials including scores and scripts, specialist Music teachers and peripatetic music teachers – Guitar and Piano (Feering)

### **Health and Safety**

We instruct pupils on appropriate use of instruments and maintain instruments and electrical equipment

### **Subject Leads**

The Subject Leads will monitor the implementation of the policy. They will review yearly the subject development plan. They will monitor music teaching and learning throughout the schools.

Policy Date : April 2020

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