

## **The Royal (Crown Aided) First School**



### **Music Policy**

*Loving to learn, learning to love, guided by God*

Date reviewed:	September 2020
Date of next review:	On going
To be reviewed by:	Headteacher/Teacher

This is a live policy and the Head Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

## **Introduction**

This strategy lays out the Royal School vision for the delivery of Musical education.

## **AIMS**

The National curriculum for Music aims 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.

## **PURPOSE OF STUDY**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **NATIONAL CURRICULUM**

Music is a foundation subject of the new National Curriculum. Teachers are expected to have a good knowledge of the programmes of study and attainment criteria relevant to the age groups they are teaching.

Statutory requirements for the teaching and learning of music are set out in the Early Years Foundation Stage Statutory Framework and the National Curriculum Programmes of study for Key Stage 1 and 2.

Children in the Windsor School System work at Key Stage 1 and the first two years of Key Stage 2 in the First Schools.

### **KEY STAGE 1**

Pupils should be 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.

### **KEY STAGE 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be 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 in 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.

## **ORGANISATION & TIME**

Music is taught in topic areas and during specific timetabled slots. Children in Years 3 & 4 receive a weekly instrumental lesson from a specialist teacher, they also receive singing tuition by a trained musician on a regular basis.

## **EQUAL OPPORTUNITIES**

All pupils have an entitlement of access to the National Curriculum. Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

## **SPECIAL NEEDS**

Differentiated planning, appropriate resources, Class teacher or TA will provide classroom support for those who find learning difficult.

## **GIFTED AND TALENTED**

Classroom support for those children who share a special aptitude and potential in Music will be provided through differentiated planning, appropriate resources and teaching assistant and class teacher support.

## **PLANNING**

Teachers plan the coverage of Music through both cross-curricular planning and specific music lessons as part of their timetable. Teachers plan annually to ensure that all curriculum

objectives are covered. They produce a termly plan linking music to the topic area for the term and a weekly plan that includes objectives for the lesson, resources and differentiation.

## **EARLY YEARS FOUNDATION STAGE**

The Early Years Foundation Stage (EYFS) will provide children with an opportunity to explore and experiment with a variety of resources and tools in this subject area. The EYFS follow the national expectations laid out in the EYFS documentation, culminating in the end of Foundation Stage expectations.

## **COMPUTING AND USE OF INFORMATION TECHNOLOGY**

Use of information technology is encouraged when appropriate across the curriculum.

## **HEALTH AND SAFETY**

Teaching and support staff supervises the safe use of technology. Children are taught how to use equipment correctly and to recognise and minimise hazards and risks. The class teacher for activities carries out risk assessments where a risk assessment is deemed appropriate.

## **ASSESSMENT**

Assessment takes place continually as children progress. It is the responsibility of the class teacher to assess the progress of individual learners. This involves identifying each child's progress, determining what each child has learned and what, therefore, should be the next stage in his/her learning, so informing future planning.

## **REPORTING TO PARENTS**

At the end of each year a written report is given to parents that includes their child's achievements in Music.

## **MONITORING & EVALUATION**

The subject leader is responsible for reviewing long term planning to ensure appropriate coverage. They will support teachers in the medium term planning process to ensure high quality resourcing, teaching and learning in their subject area. They will review whole school performance in their subject area and provide an end of year review, including areas for development, for submission to the school development plan. They will review children's work in this area, assist in moderation of judgements across the school.