



'We can and we will'
GLEBE PRIMARY SCHOOL

MUSIC POLICY

Mission Statement

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

Music is a powerful means of communication and is one of the highest forms of creativity. It brings children together and creates opportunities to work with one another using a universal language. It is an art that can be practised, appreciated and enjoyed at many levels. 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. Additionally, music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. It is a creative and fun activity but can also be a highly challenging subject. It is our aim that all children at Glebe Primary School experience a high-quality, inspiring music education, which instils a life-long enjoyment and appreciation for music.

Purpose of Study

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum:

- A sense of achievement - individual and collective;
- Social skills such as co-operation, tolerance, self-confidence and perseverance;
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly;
- Listening skills;
- Sensitivity to sound;
- Imagination and inventiveness;
- Ability to analyse and solve problems;
- Concern for accuracy;
- Ability to memorise;
- Develop attention to detail;
- Communication skills, self-discipline, and self-evaluation;
- The illumination and extension of studies in other curriculum subjects;
- Higher standards of application and concentration in all areas of work.

Aims

Music at Glebe Primary School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions;
- Develop a child's understanding of music through these activities;

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- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music;
- Develop social skills through co-operation with others in the shared experience of music making;
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures;
- Give children the opportunity to perform music both vocally and with instruments;
- Encourage the children to explore a wide range of sounds;
- Give them the opportunity to compose music and express their ideas and feelings through music;
- Experience listening to music of a variety of styles and cultures;
- Develop a child's appreciation of the richness of our musical heritage;
- Provide an array of performance opportunities;
- Encourage high standards in performance;
- Be motivated to enjoy and succeed in music;
- Encourage children to express ideas and opinions about music;
- Give each child the opportunity to develop their musical talents;
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

Curriculum

Our school uses the National Curriculum as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

At Glebe, we use Charanga to support our music teaching. This is an online music scheme of work, with lots of visual aids and interactive resources to support the children's learning about music.

Music should be taught once a week for 45 minutes to one hour. In addition to this, each year group receives 1 term of whole class teaching of an instrument from a trainer teacher from Hillingdon Music Hub.

Year 1 Summer	Djembe drums
Year 2 Autumn	Recorders
Year 3 Summer	Ukulele
Year 4 Autumn	Samba
Year 5 Spring	Steel pans

During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Differentiation is achieved by resource, task, support and outcome through teachers' planning and during the delivery of the lesson.

Additional music activities include the school choir and tuition from peripatetic teachers who are available for tuition at a fixed cost on guitar, string and woodwind instruments.

Also, in assemblies (as a part of music appreciation) the children are introduced to a theme for the term and learn about how the track, they are listening to when entering or leaving the hall, is important to that genre or of the history of music itself. Key Stage 2 children also take part in a singing assembly once a week where they learn songs related to the theme of the term, the Glebe Way, the assembly's theme for the week or important festivals.

Early Years

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We teach music in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage (EYFS) of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the 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.

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 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.

Progression

Planning for music should ensure continuity and progression. Teachers should refer to the school's progression document and each year groups' knowledge organisers, to ensure that they are teaching the knowledge required for each unit of work and there is a progression of musical skills building from the year before.

Inclusion

Music forms part of the school's ethos to provide a broad and balance education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children in their Individual Support Plans.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written

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feedback as necessary to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and records these grades. We have also had presentation to the parents to show off the new skills learnt on steel pans and ukuleles.

Values, Attitudes and Equal Opportunities

Pupils should learn to work with others, listen to each other's ideas and treat them with respect. They should have opportunities to consider their own attitudes and values and those of other people.

All pupils will have equal opportunities to reach their full potential across the music curriculum and be given equal access irrespective of race, gender, cultural background, level of ability, or of any physical or sensory disability. Mutual respect and tolerance for all cultures will be promoted through the study of music.

Roles and Responsibilities

The **subject leader's** role is to:

- Support colleagues in teaching the subject content and developing the detail within each unit;
- Renew & update resources needed to deliver the curriculum, within budget restraints;
- Audit current practice;
- Develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in music education and media usage;
- Prepare and review policy documents, curriculum plans and schemes of work for the subject;
- Encourage staff to provide effective learning opportunities for all pupils;
- Develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- Help colleagues develop their subject expertise and organise and monitor their professional development;
- Collect, evaluate, and inform staff of all resources;
- Ensure standard formats for assessment and monitoring are being used;
- Provide annual subject action plans including costings and priorities which help inform the school development plan;
- Analyse class, year group and whole school data and report findings to the senior Leadership Team;
- Attend and deliver insets.

The **class teacher's** role is to:

- Ensure coverage of music for their year group;
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum;
- Plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Monitoring and Review

Monitoring of the curriculum will be undertaken by the music subject leader and the Senior Leadership Team, through scrutiny of teachers' planning and observing the end of a unit. A portfolio is being compiled which will contain examples of work and photographs of displays, and videos of performances.

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The music policy of the school is reflected in our practice. This is monitored regularly by the music subject leader through the scrutiny of planning, pupil interviews, staff surveys and children's work.

Further action is included in our school development plan and relevant INSET organised. New members of staff will be introduced to the policy by the subject leaders. We will judge the success of our music teaching and know the aims of this policy have been fulfilled by the following key indicators:

- The motivation and the interest displayed by our pupils;
- The development, over time of pupils understanding of musical skills, attitudes, and concepts;
- The pupil's ability to apply their understanding in a variety of new situations.
- The end of term's, and year's, data.

Reviewed: January 2023

To be reviewed: January 2025