

MARISH

ACADEMY TRUST



Music Policy

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Introduction

Music is essentially a practical subject that should be enjoyed by all. Music is a form of communication and a way for pupils to express themselves, as music is an integral part of every culture, tradition and event, past and present. A rich and diverse musical education is therefore an excellent way to improve the cultural capital of our children, as well as tending to their need for creative expression.

The teaching of music is focused around 4 threshold concepts:

- **Performing** – including singing, movement, instrument work & improvisation
- **Describing** – making observations on what children can hear; expressing opinions and analysing the features and cultural context of different genres
- **Composing** – creating pupils' own work, bringing different layers of sound together for a particular effect, both on instruments, in written forms and using an iPad app
- **Transcribing** – being able to write down musical ideas using standard notation, as well as being able to listen to short pieces and **identify** the rhythm and pitch that they just heard

These aspects of music enable pupils to develop their self-confidence; to aspire to achieve more than they thought themselves capable of; to build a group identity and to increase their self-discipline and creativity. Through the delivery of a vibrant and multicultural music curriculum, children can learn to understand themselves and relate to others, as well as make important links between home, school and the wider world.

The distinct effect that music has on our emotional state is also a key component in establishing vital habits of emotional regulation that can lead to a balanced perspective and resilient outlook throughout the child's lifetime.

Aims

- To ensure that pupils are taught music in accordance with the National Curriculum.
- To ensure that our scheme of work builds upon the Trust's curriculum drivers: cultural capital, aspiration and resilience.
- To encourage children to develop an understanding of music from different times and cultures and to apply this to their own experiences.
- To provide work at the levels expected for each pupil's relevant age group.
- To provide an equal balance of performing, describing, composing & transcribing activities within music lessons.
- To enable pupils to develop instrument-specific skills and vocal control.

- To develop pupils' musical vocabulary and to enable pupils to put this into practice when interpreting and analysing music.
- To provide a wide range of high-quality and exciting extra-curricular opportunities, both instrumental and vocal, in accordance with new national requirements.
- The musical extra-curricular clubs will comply with the Children's University scheme. This ensures that they are of a high standard, are well organised and encourage children to take an interest in these opportunities.
- To incorporate the use of music technology into schemes of work.
- To promote all children's achievements in music, within school and in the wider community.
- Each year group will receive a weekly music lesson.
- Year 3 will have an entire year dedicated to an instrument from a different family than the glockenspiels and keyboards taught in other year groups. Slough Music Service will provide the peripatetic teaching staff and resources for these lessons.
- Each year group will participate in a weekly singing assembly to develop their vocal skills and knowledge of a range of songs from different times, places and cultures.
- Slough Music Service will support our provision through wider opportunities, and community festivals, events and music centres.
- Regular concerts for the instrumental and vocal groups to showcase their work to an audience.
- All pupils will have the opportunity to perform musical pieces at concerts and productions.
- Where possible, music will be linked to the Creative Curriculum to help broaden children's knowledge and enthusiasm for learning.

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.
- Understand a range of key musical terms, such as volume, pitch & rhythm.
- Listen with concentration and understanding to a range of high-quality live and recorded music and make basic observations.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Transcribe music using standard notation, but not on a full musical stave.

Key stage 2

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 to music with attention to detail, recall or even transcribe sounds with increasing aural memory.
- Use and understand staff and other musical notations, using the proper terminology.
- 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, meaning and cultural context of music.

Assessment

Assessments will be undertaken using project work, worksheets or performance assessments by the end of each half-term. This may include:

- Videos of performances
- Teacher assessments of live performances
- Completed worksheets and/or quizzes, especially for description and transcription work
- Digital files of composition work

Expected levels of attainment:

- Levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
- Levels 2-5 in key stage 2 and attain level 4 at the end of the key stage.

Extra-curricular provision

All children have access to extra-curricular music activities. These clubs are validated by the Children's University, whereby pupil's hours are accredited to their "Passport for Learning". All hours are then collated at the end of the school year and then learners are awarded their Gold, Silver or Bronze Diploma at the graduation ceremony.

Inclusion

Children with English as an additional language (EAL)

All pupils with EAL have opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. The use of consistent and clear visual imagery on slideshows and worksheets will aid the understanding of all pupils, but especially those with specialised educational needs. At specific times, the EAL support team work alongside children to support them with their learning.

Disability Statement

The Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a child's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that the child can have full access to the curriculum. For further details, please refer to the school's Disability Equality Scheme.

Gender Equality

Staff ensure that current and future policies and practices in this subject do not discriminate against either sex or maintain or lead to gender inequality. Any curriculum developments are monitored to identify if they have had an adverse impact relating to gender issues.

Special Educational Needs

Staff are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the children within our schools. Therefore, in addition to targeting individual needs through differentiation, intervention programmes and IEPs, we are also focusing on specific areas within our mainstream classrooms, with the aim of continually improving and developing our inclusive practice.

Roles

The majority of music lessons will be taught by a specialist teacher, usually the music subject lead. It is ultimately the Headteacher's responsibility to ensure that music has been timetabled into the curriculum across each phase and that regular lessons are taking place. In cases where specialist teaching cannot be scheduled, other members of staff will receive training and guidance to empower them to deliver the curriculum to a high standard.

The role of the music subject leader:

- To ensure that planning meets the requirements of the curriculum and is pitched at the correct level for each year group. The scheme of work is bespoke and

adjustments will be made each year to ensure that key concepts and skills are embedded as effectively as possible in all year groups.

- To observe music lessons delivered by non-specialist staff to ensure that they meet the correct requirements and to **feed back** to staff and support best practice in music delivery.
- To deliver staff training and **inset sessions** on music provision.
- To write an ignite plan for music and to evaluate it every half term.
- To maintain a subject leader file, which contains samples of work, planning and a record of assessments.
- To regularly update **the** SLT and governors on the intent, implementation and impact of the music department and music provision across the whole school.
- To maintain music resources and to order new resources when necessary.
- To build partnerships within the community and to coordinate opportunities for community performances, concerts and events.
- To coordinate and deliver a range of music/drama clubs.
- To arrange and direct a variety of performance opportunities for all year groups.

Resources

- A wide range of percussion instruments (tuned and untuned) are kept on trolleys that can be accessed by all teachers.
- A set of keyboards and headphones are kept in a dedicated music room, as the main focus of performance work in KS2.
- A supply of split jacks and audio adapters to enable the use of iPads in KS2 composition lessons.
- The steel pan set is kept in the **Marish dining hall**.
- The schools have two pianos.
- Guitars are provided by SMS for use in Year 3.
- A song bank is available on the shared staff drive to access songs for class singing, singing assembly or productions.
- We have four handheld theatre microphones per school that can be used for shows and are in the process of sourcing and installing other amplification options, particularly for dialogue in theatrical productions.
- There are a variety of other instruments stored in the music room at Marish for possible use in the future.

ICT

Information and Communication Technology enhances our teaching and learning in music wherever appropriate, in each key stage. Children use the iPads in classrooms to enhance their skills, particularly in composing multi-layered pieces of music.

Staff and children are also encouraged, where appropriate, to use the IWB in lessons, with high-quality resources available. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

Revision History

| Version | Date | Author | Comments |
|--------------|------------|--------|----------|
| 1:1 | 11/5/18 | CD | |
| 1:2 - review | 14/04/2020 | CD/CB | |
| 1:3 - review | 01/05/2022 | CB | |
| 1:4 - review | 09/05/2024 | CB | |

Approval History

| Version | Approved | Comments |
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