

# Music Policy



*'Learning for life,  
building a firm foundation'*

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of music because we believe that children need firm foundations on which to build in all aspects of their lives. Music is a powerful form of communication that can change the ways pupils feel, think and act. Listening to and performing music fulfils a vital human need for self-expression and creativity. Music can transcend cultures, abilities and generations and provide a common language to communicate together.

In the case of this policy, that means supporting our children to develop a lifelong love of music in its many different forms.

### **Curriculum Intent**

At All Saints our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave All Saints Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

### **Curriculum Implementation**

At All Saints, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others.

Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace.

### **Curriculum Impact**

Children will:

- Enjoy and appreciate a wide variety of musical styles.
- Explore how sounds are made, and how music is produced by a variety of instruments.
- Develop imagination and creativity.

- Build a sense of pulse and rhythm.
- Understand a range of musical vocabulary.
- Develop the interrelated skills of composition, improvisation, performance, and appreciation.
- Enjoy a wide range of songs and sing in tune.
- Develop positive attitudes and to experience success and satisfaction in music.

### **Teaching and learning**

- In Nursery and Reception, the musical aspects of the children's work are related to the objectives in the early Learning Goals and forms an integral part of their topic work throughout the year. The classes also have access to Kapow Primary Music lessons.
- All pupils in Key Stage 1 and 2 participate in a weekly singing assembly where they will learn a range of songs linked to the assembly or seasonal themes.
- Use Kapow Primary Music in all year groups as a basis for engaging and stimulating progressive lessons.
- Group children in mixed ability groups.
- Provide resources of different complexity, depending on the ability of the child and the task set.
- Use classroom assistants to support the work of individuals or groups of children.
- Use technology to stimulate and support learning.
- All Key Stage 2 children learn to play the ukelele for at least one term each year.
- Provide additional guitar lessons provided by a peripatetic teacher.
- Additional music opportunities are planned throughout the year such as the Christmas carol concert, carol singing in the local community, Key Stage 2 choir, the Wider Opportunities singing programme in Year 6.

### **Resources**

- Instrument Trolley with a wide range of percussion instruments.
- Class set of glockenspiels and ukeleles.
- Specialist music teaching assistant to teach ukeleles in Key Stage 2.
- External peripatetic music teacher for guitar lessons.

- Access to Kapow music services online.

### **Music and 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 feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgements about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group.

The music subject leader looks at examples of pupil's work, discusses learning with pupils, teachers and teaching assistants, and monitors the expected level of achievement in music for each age group in the school.

'Sonar' is used as a tool to track children's musical progress at All Saints. Formative classroom assessments help to build an overall picture of their developing musical skills.

### **Music and equal opportunities**

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background, or special needs.
- We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g., in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Music and inclusion**

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.