

MUSIC POLICY STATEMENT

1. Introduction

- I. Music should be seen as an integral part of the curriculum. It is essentially a practical subject and should fulfil the criteria of the National Curriculum in music, performing, composing, listening and appraising.
- II. Music is designed to give the children not only invaluable musical experience and opportunities but also confidence in their own abilities which will benefit them in other areas of the curriculum.

2. Aims

- I. To develop a love for music for its own sake through a wide range of musical experiences including composing, performing and listening to music from different cultures and times.
- II. To teach a range of musical skills and concepts.
- III. To encourage children's personal, social, mental and physical development through the use of music.
- IV. To allow all pupils to have equal access to music and to experience success and enjoyment in their music work through creativity, composition, improvisation and natural play of experimentation.

3. Teaching and Learning

- I. Music is a foundation subject and taught by all class teachers and the music co-ordinator. It is accessible to all pupils, through whole class teaching and opportunities for individual and collaborative work. The children experience music by participating and reflecting on their own performances.
- II. In the Nursery and Foundation Stage, music is included within Expressive Arts and Design.
- III. There are opportunities for individual and group activities in performing, composing, discussion, listening, appraising and through the use of ICT.

- IV. Teachers have positive attitudes towards their pupils' musical interests and abilities and promote quality in their musical response.
Music is used to teach, support and enrich other areas of curriculum.

4. Pupil Activities and Experiences

- I. A detailed scheme of work is being used, Music Express Online, which allows progression through a range of musical experiences and increases the challenge made to the children for quality and knowledge.
- II. Children have frequent opportunities to perform and to participate in musical activities including singing. As a platinum award school through the Sing Up' programme, we are ambassadors to other schools. We therefore incorporate a huge variety of repertoire and ensure that our pupils are invigorated through energising singing.
- III. Extracurricular activities are also available for children including choir, recorders and an after school musical theatre group. These sessions provide experiences in learning musical notation and note values, self expression and improvisation of which the children can put into practice during their ensembles and performances.
- IV. Computing and music technology provision has been introduced through the use of interactive whiteboards, recording programmes, electronic keyboards and interactive schemes of work such as Music Express Online
- V. Individual music intervention is given to children who have been identified by the class teacher, SEND and music co-ordinator.

5. Resources

- I. Music resources are mainly located in the music room.
- II. Some teacher based resources - CDs for assembly and printed music are located in the school hall.
- III. An iPod is also stored by the CD player in the hall and current repertoire is uploaded
- IV. The music co-ordinator is responsible for overseeing the care of musical instruments and the printed material in school.

- V. Repertoire is electronically stored on the general drive on the main school server. The teacher friendly resource 'Sing Up' also provides a wealth of diverse songs to enthuse and energise the children's singing.

6. Equal Opportunities

- I. All children are entitled to a music curriculum, which caters for their individual needs, offers equal access and opportunity and enables them to participate fully in all areas of the music curriculum.
- II. Further reference should be made to the school's Equal Opportunities Policy.

7. Health & Safety

- I. It is important that the children are taught the correct way of playing and handling instruments.
- II. Recorders that are in school ownership and borrowed must be cleaned before returning to the storage area.

8. Assessment & Recording

- I. Judgements against the end of Key Stage descriptors will be made.
- II. Notes on progression of children's ability against the areas will also be recorded.
- III. A statement about the child's musical progress will be made annually to parents in the individual report.
- IV. Foundation Subjects Assessment grids are used to track progress.

9. Monitoring & Evaluation

- I. The music curriculum is monitored and evaluated by the music co-ordinator. An assessment sheet is currently being used to monitor children's progress.

Approved: January 2025

Next Review Due: January 2026