



1. INTRODUCTION

This policy is a working document, which reflects the ethos and practice within the school in relation to Music. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The Music Co-ordinator: Penny Walker

2. WHAT IS MUSIC?

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.

3. PHILOSOPHY

Music should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum. All children should be taught instrumental, vocal & compositional skills that follow a developmental plan across the school. They should have the opportunity to experience live and recorded music from a wide variety of sources. They should be taught key skills to enhance and deepen their understanding, be encouraged to listen in detail, realising how the music is created, organised and produced in context and through the inter dimensions be encouraged and guided in their use of musical language. They should be exposed to a wide variety of styles genres and traditions to enable an understanding the communicative & emotional power of music.

“Where words fail, music speaks.” — Hans Christian Andersen



4. KEY ELEMENTS

Music is divided into the four key elements of listening, evaluating, composing and performing. The teacher will ensure that listening, and applying knowledge and understanding, will be developed through the interrelated skills of performing, composing and evaluating.

The aspects of these elements in which the children will demonstrate progress are:

- i) Performing and Composing
 - controlling sounds: instrumental/vocal/electronic/technological
 - performing with others
 - learn an instrument
 - exploring sounds:
 - compose in response to a stimulus
 - explore notation
 - communicating musical ideas
 - use technology appropriately to enhance and progress

- ii) Listening and Evaluating.
 - understanding music from different times and places (a range of historical genres styles and traditions: great composers/musicians/pieces in historical context.
 - applying knowledge to their own work
 - responding to, and reflecting on music
 - listening with concentration and aural perception.

5. WHAT IT MEANS TO ACHIEVE MASTERY IN MUSIC

Music is at the very heart of Molescroft Primary School. Pupils should have the knowledge and skills to read, write, compose and perform their own music. They should have every opportunity to experiment with sound, experience the joy and power of ensemble playing, and have the opportunity to deepen and widen their understanding by experiencing and listening to a plethora of styles, genres and traditions of music by great composers and musicians.

As they progress, they should be able to perform with increasing confidence & dexterity; moving to the next level of musicianship; compose with freedom; experiment without limits and actively listen to music with deepening understanding. They should also know how music reflects our history, and contributes to the culture, creativity and wealth of our nation.



Pupils should:

Experience a wide variety of music

Be encouraged to express their own individuality through creativity

To experience the joy of singing and playing together

To have a deeper knowledge and understanding through their experiences

To have a good understanding of notation.

To be excited & inspired by music.

Coherence in Music

Lesson design to include: perform, compose listen, and evaluate

Logical skill progression

Notation: Aural - Pictures- dots and dashes- graphic - staff

Vocal: age appropriate: song types-parts-range

Instrumental: ability appropriate: differentiated parts: pitch range

Listening & evaluating: Listen to a relevant great piece/work/composer: age appropriate questions and vocabulary expectations

Using technology to enhance and facilitate expressive progress.

Time to : rehearse review and evaluate

Variation in Music

Key variation:

Range of ability; physical co-ordination : interest and confidence:

Responded to by variation of task: styles and genres: vocabulary

Catering for individual needs: pupil's individual personality

Differentiation: variation by task/outcome

Pupils individual choice of role/part

Structure In Music

Unit plans to include:

Clear introduction of task and context

Teach skills necessary to succeed

High expectations during developmental/rehearsal stage : critical questioning

Children given time to rehearse and explore

Children given chance to share and review/evaluate

Children having time to share their performance/composition.

Progression in expectation and task throughout the year groups (& individual)

Pupils build on their vocal and instrumental skills; listening skills and musical vocabulary : experiences.

Fluency In Music

Pupils are expected to perform/share their work and verbalise their thoughts /ideas/skills

Pupils are able to show the connections between reading/performing/composing /listening appraising & evaluating music.

Instrumental/vocal fluency is demonstrated by the standard of difficulty and range of pieces performed - differentiated parts within an ensemble.



Making connections / logical reasoning in Music

At the beginning of each unit where new skills are being taught - reference should be made to the skills already established and to the developmental possibilities bringing all aspects together.

Pupils can interpret music: from written notation to sound: discuss the music they hear with understanding : compose music - and talk about the context of the music.

KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year. These may be reflected in the organisation of objectives in FliC AND OF COURSE THE ASSESSMENT GRIDS.

Develop instrumental & vocal skills necessary to perform

Instrumental & vocal performance showing understanding and awareness

Compose and improvise new ideas within musical parameters

Interpret a range of musical notation

Listen-review and evaluate music, including my own performance across a range of styles

Use musical terminology

Use technology to record and manipulate sound.

(Please refer to the Grid at the End of the Policy)

5. ROLES & RESPONSIBILITIES

The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to music.

6. PLANNING AND DELIVERY

Music is planned by the co-ordinator in progressive unit-based schemes of work. They are largely cross-curricular (as appropriate,) but not exclusively. Lessons are led by the music specialist and followed up by the classroom teacher before returning for further specialist teaching : CPD.

The school also has a number of peripatetic teachers who teach violin, cello, bass, woodwind, percussion and brass. Pupils have the opportunity to progress through the ABRSM/ Guildhall exam system.

Once basic skills are established, pupils develop their instrumental & musical skills through involvement in the school orchestra (differentiated parts) performing in the school assembly (weekly) & concerts.



All children from Year 3 to Year 6 learn the recorder ensuring that they should leave primary school able to read music. The pupils perform on their recorders at Beverley Minster for the school's Christmas Concert (Years 4,5 & 6) and at our summer Exhibition of Work Evening as separate year groups (Years 3, 4, 5 & 6) Occasional assemblies as appropriate.

7. CROSS-CURRICULAR LINK

The new music curriculum is largely cross curricular in nature with a key musical skill at the core. Year 5 follow a keyboard course building skills throughout. Composing using digital technology is featured as appropriate and more prominently in years 4, 5 & 6.

8. EXTRA CURRICULAR ACTIVITIES

The school offers a variety of extra curricula activities to enhance and develop the children's love of music.

These may include:

- Recorder groups
- Orchestra
- Choir
- Theatre Club
- Guitar Club

9. ASSESSMENT AND RECORD KEEPING

Assessment will be carried out through :

- 1) FLIC : key objectives are presented on i-Pads in line with the National Curriculum directive. Progress and support can be instantly assessed reviewed and pupils supported highlighted.
- 2) Teachers will make summative assessments of children's achievements to be recorded in parents' reports.
- 3) The Music Assessment Grid will be used by teachers and pupils with in lessons. (See assessment grid at the end of the policy document.)
- 4) Children receive ABRSM Grade Certificates/Peripatetic teacher progress reports (annually).



10. EQUAL OPPORTUNITIES AND EFFECTIVE TEACHING

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring learning environment in which he or she can develop their full potential whatever their learning needs.

All children should have the opportunity to participate in music regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources. Differentiation will ensure that musically gifted and special needs pupils have access to the subject.

The different elements of music ensure that all learning styles (visual, auditory and kinaesthetic) can succeed. In addition, the creative aspect of the subject allows for the mode of working to be varied. Children will have the opportunity to work independently, in pairs, in groups, and as a whole class or even larger ensembles: within an orchestra and as a school.

11. INSET

The Music Co-ordinator leads training in Music Education for NQT within school for the T.S.A. and supports all teachers with their follow-up/independent lessons.

12. RESOURCES

Tuned and untuned instruments (*See Appendix 2*)

Charanga online resources.

Online resources.

Lively Music 4 – 7 and 8 – 11

Sounds Topical

Sounds Musical

A selection of CDs: i-tunes

Music stands

Recorders

'Recorders From The Beginning Book 1 + 2

Library of recorder and orchestral scores

County peripatetic service

GarageBand composition software on i-Pads



I. CO-ORDINATOR'S JOB DESCRIPTION

The Music Co-ordinator is responsible for co-ordinating the teaching of music throughout the school.

This includes:

Monitoring and evaluating practice by aiming to:

- be aware of our current classroom practice and evaluate this against school aims and values.
- discuss needs and concerns with colleagues.
- look at Music Policy in the light of the National Curriculum
- attend appropriate courses
- keep the Headteacher aware of standards of achievement.

Organising resources through negotiation and agreement with colleagues by:

- carrying out a resources audit and monitoring and organising these resources.
- establishing criteria and priorities for selecting resources.
- ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.
- managing your Curriculum Budget effectively as delegated by the Headteacher through the School Development Plan.
- **Supporting other members of staff by aiming to:**
- Demonstrate good practice, commitment and enthusiasm.
- Be involved in INSET and organising INSET for colleagues.
- Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- Advocate your subject and maintain its profile as detailed in the School Development Plan.
- Advise on assessment and record for Music.

Communicating school policies and practice by:

- Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
- Liaising with other Curriculum Co-ordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
- Talking to parents about school policies and practices in particular the area one co-ordinates. Introducing Governors to curriculum policies as



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appropriate at Governors Meetings and through liaison groups and working parties.

- Preparing the necessary documentation for talking to Inspectors during an Inspection Period.
- Maintain the Curriculum Co-ordinators log.
- To keep up to date with developments in Music.
- To oversee extra-curricular activities that relate to Music.

To whom responsible:

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However, as a Curriculum Co-ordinator, one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

Notes:

This job description will be reviewed at the start of the financial year or earlier if necessary on an annual basis. In addition it may be amended at any time in consultation with you and the Headteacher of the school.



II. PERCUSSION INSTRUMENTS

Tuned instruments

- chime bar sets
- alto metallophone
- electronic keyboards
- xylophone
- soprano diatonic glockenspiels
- chromatic glockenspiels
- alto Chromatic glockenspiels

Untuned instruments

- tambours – various sizes
- tambourines with skins/without skins
- drum Kits
- bass drum
- maracas – various
- fish guiros
- two tone wood bloc
- castanets
- woodblocks -assorted sizes - some 2 tone
- pocket rattle
- triangles
- sleigh bells
- jingle sticks
- cowbells
- cymbals,
- rain sticks
- claves
- agogos (wooden)
- agogos (metal)
- bass Drum



The Music Charter

When learning about Music, children should:

- Enjoy listening to and creating a variety of music
- Have the opportunity to experience and respond to different styles & genres of music including live performances & works by great composers.
- Be taught key musical skills discreetly.
- Always be given a musical starting point for composition.
- Be used to hearing correct musical vocabulary.
- Be given the chance to be creative, after being taught a key concept or skill.
- Be given the chance to learn an instrument.
- Have the opportunity to read and interpret a variety of notation.
- Be given the chance to perform.



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STYLE: CONCEPT:	EXPLORING NEW IDEAS IN THE MUSICAL FIELD	DEVELOPING SKILLS NECESSARY TO PERFORM	COMPOSING WITHIN THE PARAMETERS	PERFORMANC E SHOWING UNDERSTANDI NG AND AWARENESS	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
BELOW TARGET LEVEL	You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes.	You are hesitant and unsure. ADVICE: Take time and be confident.	You are making your first steps. ADVICE: Do not be afraid to take bigger steps.	You describe the lesson. ADVICE: Explain <u>your</u> ideas more.
DEVELOPING	You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas.	You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard.	You have a range of promising ideas. ADVICE: Nearly there – stick at it!	You are developing. ADVICE: You are now making progress, practice makes perfect.	You explain your own ideas and progress. ADVICE: Explain <u>all</u> of the problems and how you solved them.
SECURE	You share ideas and support others. ADVICE: Discuss ideas in more depth.	You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more.	You are secure and sure in your work. ADVICE: Now is the time to be more inventive.	You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient.	You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'.
ENHANCING	You share ideas and support and learn from others. ADVICE: Keep your focus strong.	You are willing and successfully explore and develop new techniques. ADVICE: Keep on with your work and refine your creativity even more.	You are inventive and your ideas are original. ADVICE: Keep working hard to become truly fluent.	You are expressive. ADVICE: You are working at a high standard; can you leap to a higher level?	You make informative, full and detailed comments. ADVICE: Try to use specialist terms in your evaluation.



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<p>CHALLENGING</p>	<p>You are a leader, you are fair and you negotiate.</p> <p>ADVICE: Continue to develop your consultation skills.</p>	<p>You are creative and experimental this leads you to make inspirational discoveries.</p> <p>ADVICE: Enjoy the fruits of your labour!</p>	<p>You are confident and fluent in your work.</p> <p>ADVICE: Consider developing a specialism in this area of work.</p>	<p>You are fluent and fully confident.</p> <p>ADVICE: Where else can you find opportunities to develop this work?</p>	<p>You use specialist terms to evaluate work and relate to other work you have seen.</p> <p>ADVICE: How have others, in a professional sense, solved similar problems?</p>
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