# Music Policy

**MISSION STATEMENT**

 ***'To provide an excellent education in a Christian Environment'***

Review Date: February 2025

Next Review Date: February 2026

Subject Lead: Mrs Wager

**Our Mission:**

Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

**“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato**

**Intent**

Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others.   We hope to foster a life long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians. *‘Music is a universal language that embodies one of the highest forms of creativity’* (The National Curriculum).

**Implementation**

Music is planned using our own scheme of work which has been developed with Apollo Arts (Creative Education Specialists). Children are exposed to music from across history and a range of genres. The music listened to is organised around different instruments, so that when children leave, they can identify all the main instruments from the orchestra and others from across different cultures. The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly Songs of Praise Worships and music performances, the learning of instruments, and the joining of musical groups.

The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.

Our key knowledge concepts are: perform, compose, transcribe, describe

Our key skills concepts are: use of voices, use of instruments, composing, transcribing & notation, listening, appreciation, evaluating understanding

**Purpose of Study – The National Curriculum**

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.

**Our Aims**

The National Curriculum for music aims to ensure that all pupils:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Subject Content**

### 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.

**Procedures**

**Management and Organisation:**

1. The planning and delivery of the music curriculum is the responsibility of the class teacher in The Foundation Stage.
2. Throughout KS1 and KS2, Apollo Arts will deliver high quality music teaching.
3. Short term planning will allow for continuity and progression through specific activities and will show appropriate differentiation. Each class will have approximately 45 minutes of music per week.
4. Apollo Arts staff will meet regularly with class teachers to ensure consistency in management and assessment.
5. Teaching Assistants will remain in classes throughout music sessions to enable assistance to those children in need.

**Assessment, Recording and Reporting**

* All pupil’s experiences, progress and achievements should be recorded throughout each unit of study by the teacher. Children’s work and evidence of achievement should be annotated and examples passed on for inclusion in the music portfolio. The portfolio will also include photographs, cassettes and videos of music making, performances etc. within school.
* Teacher assessment in music should be purposeful and focussed. Each unit of study will include assessment, based on the National Curriculum end of Key Stage Level Descriptors.
* Teacher assessment and planning will be monitored and reviewed by the music co-ordinators at regular intervals.
* Each teacher will provide evidence of work from 3 children of different abilities for monitoring each term.
* Teachers will report to parents on their child’s progress in music through the annual school report. This will focus on progress, effort and achievement gained. Teachers may also inform parents of their child’s achievements in music at parents’ evening.

**Music in the Foundation Stage**

In the Reception class, children will follow The Early Learning goals for Music learning, where their individual appreciation and understanding of music is fostered. Experiences of sharing music with others through singing, music making and listening to music should form the basis of early music learning. Children should sing new and familiar (simple) songs and rhymes in groups of different sizes, make and explore percussion instruments, listen to others singing and to music on tape. The class has a wide collection of activities/songs/tapes/instruments.

**Equal Opportunities**

All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role. Where appropriate, children should work in mixed ability groups.

**Special Education Needs**

Teachers will ensure that all experiences provided for children are rewarding and achievable. All pupils will be given the opportunity to participate in music, drawing on individual strengths. Pupils with Special Educational Needs will work with the support of the teacher to ensure they can work to the best of their ability in all Programmes of Study. Teachers can adapt strategies for pupils with SEN such as allowing pupils with speech or language problems to hum rather than sing/to use larger print on song sheets. Provision for children with SEN should be considered in each lesson. Teachers should be aware of the abilities of all children, and talent and enthusiasm must be encouraged and developed in the more able child.

**Monitoring and Evaluation**

Curriculum preparation should be reviewed and evaluated at regular intervals. Evaluation should be focussed precisely and accurately. The class teachers, Apollo Arts, are responsible for monitoring and evaluating their planning, delivery and pupil learning in music. The music co-ordinator will monitor medium term planning, children’s work and teacher assessment. In addition, the subject lead will track the curriculum assessment document to ensure that the children are progressing in their learning and interventions recapping their learning are provided if needed.