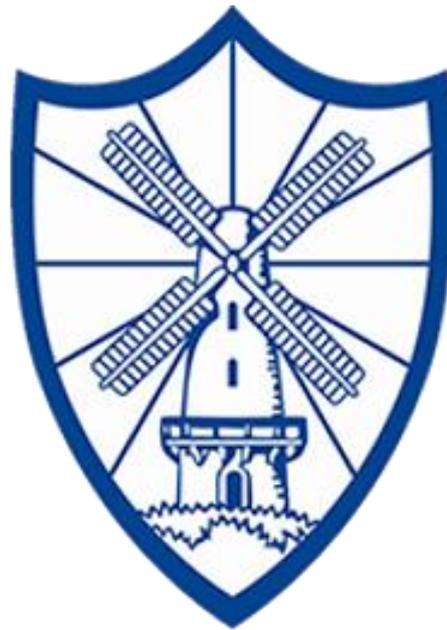




# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Music Policy

<b>This policy was reviewed by:</b> Emmeline Pearce, Music Subject Leader
<b>Date:</b> June 2018
<b>Approved by Governors:</b> June 2018
<b>Next Review Date:</b> June 2020

## **Rationale**

Music stimulates complex thinking, which requires high levels of precision. It demands commitment and imaginative decision-making. It is a powerful medium for communication between people of different ages, cultures and social backgrounds. It can develop pupils' self-esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community. Musical skills are transferable, promoting high-level intellectual and physical attainment and evoking emotional response.

## **Aims**

To develop pupils'

- skills, knowledge and understanding in listening, appraising, composing and performing
- understanding of how music can take a variety of forms and that music can reflect other times and places
- independence, self-esteem, motivation, and empathy with others and the ability to work with them

## **Objectives**

- To develop musical thinking through performing and to read and use notation
- To develop abilities to visualise musical ideas and to communicate them
- To enhance listening skills, awareness of musical structures and ability to understand and use technical vocabulary
- To understand musical forms and styles through performing and listening to music
- To appreciate the context in which music was composed, performed and heard
- To encourage pupils to express independent opinions and conceive ideas using listening skills, knowledge and understanding
- To develop interest, enjoyment, motivation and self-esteem through performing, creating, listening and talking about music
- To understand and communicate musical ideas as composer, performer or listener
- To be aware of the importance of integrating composing, performing and listening

## **Planning and delivering the curriculum**

The school delivers the Music Programme of Study as defined in the English National Curriculum. Class teachers use the subject's Progression Grid of Skills and Objectives to ensure continuity and progression.

In the Foundation Stage the children carry out activities related to the Early Learning Goals. Towards the end of the school year children will begin to make the transition from Early Learning Goals to National Curriculum programmes of study for Key Stage 1.

## **Year 1 – Year 6**

The Creative Curriculum is at the heart of the teaching in the academy. The Learning Journeys produced during year group planning identify planned opportunities for teaching Music and cross-curricular links have been drawn to emphasise breadth, depth and relevance of study. Medium term planning demonstrates subject specific objectives and National Curriculum links within each topic. The use of I.C.T. is built into the Scheme of Work.

Lessons are planned following the Teaching and Learning cycle adopted by the academy. Children are made aware of the Learning Intention, suggest Success Criteria and evaluate their learning.

Pupils are taught through whole class, small group, paired and individual activity. We keep a balance of skills, concepts and perspectives throughout each Key Stage. Content is selected to ensure pupils receive a breadth of experience. Repertoire includes music in a variety of styles from different times, places and cultures. Each unit of study aims to include a balance of listening, appraising, composing and performing.

Children also participate in whole- or part- school performances such as assemblies, celebrations, singing practices and festivals.

Music Plus is an initiative funded by the Arts Council. The sessions provide regular teaching of the musical elements to children in Y1, Y3 and Y5, through activities involving a range of instruments.

During KS1, children learn to play the ocarina developing their skill and knowledge. During KS2, children learn to play the ukulele and the recorder. These lessons also include learning about aspects of music notation.

According to age and dependent on the availability of staff, there may be opportunities to join after-school clubs. Children may also receive instrument lessons from Kent Music School and other independent teachers.

### **Assessment, recording and reporting**

Opportunities for assessment, which usually occur through observation during lessons and performances, are identified in medium term planning. Assessment is ongoing and includes achievement in extra curricular and outside school activities. This assessment will feed into the planning process in order to provide appropriately challenging work. Information about pupils' attainment is recorded on the Foundation Subjects class assessment sheet at the end of the Summer term. The annual report is based on recorded evidence and pupil achievement in the level descriptors of the National Curriculum.

### **Inclusion and equal opportunities**

Delivery of this subject follows the school policy on Inclusion. Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils within the school:

- Girls and boys
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children; young carers; those from families under stress; pregnant schoolgirls
- Any pupils who are at risk of disaffection and exclusion

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged in school. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society. All pupils have an entitlement to experience, enjoy and express themselves in music through the school's provision. In order to realise this, teachers will guide individuals towards musical activities and experiences in which they can succeed. They will provide appropriate resources and relevant tasks to meet pupils' needs. At parents' request children may be withdrawn from lessons during the school day to receive individual or small group instrumental teaching. Whenever possible this is organised at a different time each term.

### **Health and Safety**

All teaching and learning follows the school's Health and Safety Policy. Pupils will be taught the correct and safe way to carry and use equipment. Only one pupil will use instruments that are blown. A visual check will be made whenever mains electricity is used. Electronic equipment should only be used adjacent to power points to avoid trailing wires. Annual electrical checks are made in accordance with school policy. Equipment will be kept tidily within storage areas. Visitors must sign in and wear identification. Activities outside the school are carried out in accordance with school policy, including an initial risk assessment.

### **The Wider Community**

Opportunities are taken to share musical activities with local groups and participate in school events within the community. Visits by musicians are arranged to extend children's experience. Pupils are encouraged to join local ensembles and courses suitable to their interests and abilities.

### **Management**

Teachers are responsible for ensuring that music is taught to their class. Specialist support is available from the Music Subject Leader, who drafts policy documents, Schemes of Work and monitors provision. Administration of the music curriculum, extra-curricular activities, instrumental lessons, performances and visits is the responsibility of the Music Subject Leader. Budget allocation is made by the Headteacher following the annual bid made by the Subject Leader, in light of the Subject Improvement Plan and the School Development Plan.

**Monitoring**

Monitoring by the Subject Leader is based upon on-going discussion with colleagues, review of planning, displays and observations of performances.