



# Music Policy

## Music Policy

### Aims:

- To engage and inspire pupils with a love of music.
- To develop their talents as musicians.
- To increase pupils' self-confidence, creativity and sense of achievement.
- To develop a critical engagement with music.

### Objectives:

For all pupils to have opportunities to:

- Perform, listen, review and evaluate music across a wide range of historical periods, genres, styles and traditions including the works of the great composers and musicians.
- Learn to sing and use their voices, to create, and compose music on their own and with others.
- Learn a musical instrument.
- Use technology appropriately.
- 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.

### Scheme of work:

The music curriculum is based on the National curriculum programme of study. The Charanga scheme is used exclusively from Y1 -Y6; with the exception of Y5 who receive their instrumental tuition from Derbyshire Music Hub. ~~In some year groups, additional resources from LCP or Sing-up are used to support particular topics.~~

### Method:

- Listening to and reviewing music will be taught through the Charanga scheme, where pupils will become familiar with a timeline for historical context.
- Pupils will have opportunities to learn new songs and to create and record their own compositions relating to the units of work.
- ~~Instrumental work is mainly taught discretely with Y3 and Y4 pupils receiving a course of instruction in playing hand bells and either brass/string/woodwind.~~  
Instrumental work is taught in all year groups. Y1-2 playing mainly hand bells, Y3-6 playing glockenspiels and Y5 receiving specialist lessons on woodwind instruments.
- Children who have previously learnt a woodwind instrument have the opportunity to continue with lessons at a reduced cost.

- Children have a weekly opportunity to practise familiar songs and learn new songs during a “singing assembly.” **KS2 do this in their classes or year groups.**
- Children in all age groups have opportunities to sing and perform to a wider audience through Christmas, Easter and end of year productions.
- The school encourages and supports wider opportunities to hear live and recorded music through external visits and inviting performers into school.

### **Differentiation**

Work is differentiated through

- The task and/or outcome.
- The equipment, components and materials provided.
- The degree of support.

### **Monitoring and Assessment**

Teachers monitor and assess music through observation of the process, discussion with pupils and outcomes achieved. Recordings should be made of performances and compositions. Sharing performances with different classes throughout the school is strongly encouraged.

### **Resources**

All instruments are stored centrally on a trolley in **the infant hall**. EYFS have their own resources. There is a class set of hand bells (including one adapted for SEND pupils), 8 sets of chime bars and 12 glockenspiels. ~~An electric piano is available for use in the junior hall.~~ Additional resources such as songbooks, CDs and recorders are stored on a shelf in the infant hall.

### **Equal opportunities**

Pupils have equal access to music activities. This is achieved by:

- Ensuring tasks are appropriate and appealing to all pupils
- Differentiated support for children with special needs and/or disabilities
- Demonstration and pictures to support pupils at the early stages of acquiring English

### **Policy Review**

This policy will be reviewed in line with the school policy review cycle

### **Related policies**

Teaching and learning; Curriculum; Assessment; ICT; SEND; Marking and Feedback; Equal Opportunities.