



Subject : Music

Person Responsible: Miss A Nergaard & Ms C Drummey

Date: October 2016

1. Curriculum Aims

To give pupils the opportunities to:

- 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.

2. Curriculum content and planning

EYFS Framework – Expressive Arts and Design

- Support children to explore and play as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music and other expressive arts.
- Children sing songs, make music and experiment with ways of changing them.

The Primary National Curriculum has split the Music subject content into Key Stage 1 and Key Stage 2 objectives.

In 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.

In 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.

These requirements have been broken down further into the following objectives:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To develop an understanding of the history of music.

3. The role of the subject leader

The leader for Music within the school is responsible for:

- * To improve outcomes for learners.
- * Monitoring and evaluating Music throughout the school through pupil voice and planning moderation.
- * The development and implementation of the school policy.
- * Updating, informing and supporting staff as necessary.
- * Managing and developing resources.

The School's Leadership will oversee and regularly monitor the work of the Subject Leader, reporting to SLT and FGB on provision and standards in music.

4. Assessment and recording

Assessment in Music is ongoing and informs future teaching and learning. Children are assessed at the end of each academic year against age related criteria.

5. Special needs and equal opportunities

All children throughout the school will be given the same opportunities to enjoy and access the music curriculum regardless of race, gender, ability or disability, religion, social background or culture. If there are any boundaries or access problems identified for a child, help from the subject leader or outside agency should be sought immediately. They will ensure necessary help and guidance or resources are given to alleviate the difficulty as soon as possible.

6. SMSC and British Values

A wide range of styles, genres, musicians, composers and sounds will be studied throughout the school. This music will come from all around the world including celebrating British music. Music will form part of religious festivals such as Harvest and Christmas performances and where possible, during RE sessions music can be heard and incorporated from all religions. Children will be given time to reflect on the music they hear and share their own preferences.

Ofsted have stated that 'fundamental British values' comprises:

- **Democracy**- is promoted through collaborative learning and working with others.
- **The rule of law**- where possible, links are made to the difference and similarities regarding law in comparison to Britain.
- **Individual liberty**- we give children the opportunity to share their feelings and opinions on music in a safe and respected manner.
- **Mutual respect for and tolerance of those with different faiths and beliefs** - discussions around the faiths that are followed in Britain and of the different countries of studied music, linked to the celebration of culture and beliefs, focusing on how music is used in many different ways, including for worship across different religions.

7. Resources

A range of instruments and music resources are labelled and stored in Key Stage 2 resource cupboard, in the corridor next to the Library. These resources should then be returned as soon as they are finished with. As a planning resource, Music Express is on the school's network system and each year group have a hard copy, as distributed previously. If any additional resources or guidance are required please see the subject leader or Head well in advance of requiring them. The Herts Music Service will also give advice and help; it is located in Nobel School.

8. Health and Safety

Staff should ensure children are given clear instructions of how to safely use and carry instruments or any other musical resources. This practice should be observed carefully by the member of staff responsible for the children using the equipment. Instruments should be stored correctly in the boxes or shelves that are allocated in the resource cupboard. Any broken equipment should be disposed of safely and the subject leader should be informed of any breakages or damage. Any large, heavy objects should be stored on the ground on a level surface. Music should be kept to a suitable volume and no one should sit directly next a speaker or amplifier.

9. Review procedures

This policy will be review during Autumn Term 2019