



## Music Policy

### Introduction

This policy outlines the teaching, organisation and management of Music taught and learnt at Queensway Primary School, Banbury

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing body. The implementation of this policy is the responsibility of all teaching staff.

### Our Aims

#### At Queensway School we aim to:

- Contribute to the creative, spiritual, emotional and cultural development of all children.
- Value imagination, inspiration and contemplation.
- Encourage children to listen attentively and appreciatively to develop their awareness of music from wide variety of styles, time periods and cultures.
- Enable children to develop their musical skills to enable them to express their ideas confidently thoughts and feelings through music making.
- Develop sense of enjoyment in their music making.
- Develop children's understanding of notation.

#### Through Music we can:

- Improve children's listening and concentration skills.
- Develop children's thinking and discussion skills.
- Develop children's awareness and understanding of different cultures and styles of music.
- Develop children's confidence and self-esteem.
- Develop children's ability to work co-operatively with others
- Develop children's self-expression through and about music.
- Inspire other areas of the curriculum, for example writing and art.

### Teaching and learning

In the Early Years, embedding Music within day-to-day routines allows moments that are tailored for a purpose: celebration, aiding structure, games and movement, supporting a change of pace, mood or activity and accompanying storytelling or role play. During these moments, children explore pitch and tone as a form of communication and support their speech and language development. Exposing children to music during early development helps them learn the sounds and meanings of words in addition to developing motor skills through movement in response to music. Music as a play-based activity may be implemented through instruments set out in an area for children to explore independently, often aided by adult interaction for guided progression. Allowing children to explore ensures that they can use both voice and instruments to creatively express thoughts and feelings and nurture their innate musicality.

### Music in KS1 & KS2

In Music, we aim to inspire the children to be excited about Music. As a staff we hope to pass on our enthusiasm and help the children to believe that they can achieve and that all people have musical ability. In addition to weekly Music lessons there are also many other opportunities for children to develop their musical abilities such as:

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- Learning a musical instrument through Music For Schools tuition
  - Developing their ability to play a musical instrument through lunchtime and after school clubs
  - Developing their singing through participating in the School Choir
  - Having the opportunity to perform in public such as school productions, events within the local community and school assemblies
  - Taking part in a weekly Singing Assembly.

When planning, all teachers use:

- Units of work from Charanga Music Program identified on the school long term plan
- Units of work as a starting point for composition from 'Take 10 pieces' BBC Music Resources
- Queensway Music progression of skills document
- Queensway Medium term planning document - Composition only
- The marking and assessment policy.

### **Inclusion**

We recognise that in all classes, children have a wide range of musical ability and experiences, so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children by ability and setting different tasks for each group.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Making reasonable adaptations for children with sensory and physical needs

### **Resources**

Musical instruments are stored in three areas of the school to enable accessibility for all classes. Teaching resources such as song books and CDs are stored centrally/ with the teachers leading singing assemblies. To support teacher's confidence in delivering the Music curriculum, the scheme Charanga is used from year one to year six. This ensures that progression and variety is maintained throughout both key stages. For singing assemblies, we use a variety of resources including songs from 'Out of the Ark.'

### **Computing/ Digital Literacy**

In years two and four, the children use the computing scheme 'Purple Mash' to develop their understanding of making music using a range of digital sounds for composition. In year six, children use 'Yustudio,' from Charanga. This unit of work further develops the skills and understanding the children need to create a digital composition.

### **Monitoring, Evaluation and Review**

In collaboration with the Head Teacher, the subject leader is responsible for an annual development plan for Music and for monitoring and evaluating the quality of teaching and learning within the school. Children's work will be assessed, scrutinised and monitored in line with the Teaching and Learning Policy.

### **The Role Of The Music Leader**

The Music Leader will support other teachers in delivering quality teaching and learning through giving advice and ensuring that teachers have the necessary training and support to feel confident in delivering an appropriate Music curriculum. The Music Leader will keep up to date with any changes to the Music curriculum and communicate these to other members of staff. The Music Leader will take responsibility for ensuring that resources meet the needs of the curriculum. The Music Leader will also

take a leading role in providing extra- curricular opportunities for children such as clubs or opportunities for children to perform outside of school.

**Review**

This policy will be reviewed every four years by the SLT.

Head Teacher ..... Date .....