



**Richard de Clare
Community Academy**

Music Policy

Reviewed:	Summer 2020
Next review date:	Summer 2023

Richard de Clare Community Academy Music Policy

Aim

“Music is a universal language that embodies one of the highest forms of creativity” (National Curriculum, 2014). With this in mind, music at Richard de Clare is highly valued, not only because of the skills it can allow children to develop, but also due to the enjoyment that every child can gain from the subject. Children are given opportunities to be actively involved in listening, composing and performing thereby developing their sensitivity to and understanding and enjoyment of the subject.

The aims of teaching music at Richard de Clare are to enable children to:

- Know and understand how sounds are made and then organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and written down
- Know how music is influenced by the time, place and purpose for which it was written
- Develop the inter-related skills of performing, composing and appreciating music

How the subject will be delivered in school

Music planning at Richard de Clare follows the National Curriculum, in conjunction with the ‘Essentials’ curriculum designed by Chris Quigley.

EYFS and Key Stage 1 pupils are 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 are taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

- 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

Progression and continuity are ensured by reference to the whole school curriculum map, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous music experience of their pupils. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the curriculum means that the children are increasingly challenged as they move through the school. The music curriculum is a progressive map encompassing all the National Curriculum elements and Key Stage 'Milestones' outlined in the Chris Quigley 'Essentials' scheme.

Music lessons for each class are timetabled once each week. In Reception and Key Stage 1 classes, the Charanga scheme is used to support the teaching of music. Children are also offered the opportunity to study a musical instrument with peripatetic teachers. This is in addition to the normal music teaching of the school.

We believe that music enriches the lives of people, and so we endeavour to involve as many children as possible in musical activities. Pupils enter and leave each assembly to music and weekly singing assemblies take place for the whole school. Music is also often featured in individual class assemblies showcasing their recent learning. Furthermore, children are given the opportunity to perform in annual productions.

Musical instruments are stored centrally so that they are accessible for all classes, and a piano is kept in the school hall. Books related to music are in the library. Technology plays an increasingly important part in the teaching of music. Each classroom has a laptop and interactive whiteboard that can be used to support the teaching of music. Laptops and iPads that can be used by pupils are stored centrally. In the school hall, there are microphones and a sound system that can be used during performances.

Roles and responsibilities

Class teachers will:

- Plan lessons to suit and challenge all abilities
- Make assessments based on observations and using the end of Key Stage Descriptions for the National Curriculum, following the school's assessment policy
- Where lessons are taught by a peripatetic teacher, liaise with the peripatetic teacher on matters such as curriculum coverage and assessment
- Ensure musical instruments or technology used to support music are moved safely around the school
- Check that instruments are in good repair before use in lessons and report to the music co-ordinator if they are not
- Make sure that wind instruments are cleaned before being reissued to other pupils

The music co-ordinator will:

- Promote music across the school
- Regularly review the school's music scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school
- Be a source of reference for colleagues, and ensure that they are aware of new developments in music
- Keep up to date on developments in the teaching of music and attend professional training when appropriate
- Co-ordinate the provision of a range of high-quality resources
- Monitor continuity and progression in music, by consultation with colleagues and observation of pupils' work
- Have an overview of teaching music in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.
- Lead training to support the teaching of music: the development of a scheme of work; the development of skills; the development of an understanding of the place of music in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy
- Support less confident colleagues

Equal opportunities

Music is a subject that is accessible to all, and it is very important that every child is allowed access to this, regardless of their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. It is an open-ended subject, providing opportunities to solve problems, work independently or in a group and to be responsible for self-regulation. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. Children will be provided with equal opportunities for participating and communicating their own musical ideas. We endeavour to promote confidence so that every child feels comfortable and able to demonstrate their musical skills and compositions. Children are also encouraged to learn songs from other cultures to broaden their own understanding of the wider world.

Links with other policies

As the whole-school curriculum map follows a themed approach, many cross-curricular links can be made between subjects. The music policy therefore links with all subject policies, particularly English (through communicating ideas, speaking and listening) and Computing (through the use of technology).

The music policy also links to the learning and teaching policy and marking and feedback policy, as teachers will need to follow this guidance when teaching music.

Monitoring arrangements

The monitoring of the standards of children's work and the quality of teaching is the responsibility of the music co-ordinator. This may be via a work scrutiny, lesson observations, conversations with children and data analysis. The music co-ordinator is responsible for analysing assessments in order to identify strengths and areas for development in the subject. The work of the music co-ordinator also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing strategic lead and direction for the subject in the school.

The policy will be promoted and implemented throughout the school and will be reviewed by the staff, Head of School, Executive Headteacher and the Governing Body.

Review Date: Summer Term 2023