



Music Policy

Implementation date – Spring 2023

Review date – Summer 2024

Curriculum Rationale

We have the following goals in all curriculum areas:

Success – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

Motivation – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

Confidence – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

Aspiration - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

IGNITE – EXCITE – ENGAGE

We aim to:

Ignite a passion for learning and the curiosity to explore the world.

Excite pupils with a curriculum that is fun, and which contains a wealth of rich experiences

Engage all learners and members of the community.

Music Policy

1.) Introduction and purpose of study:

Music is an important part of any child's life. It helps them to learn and understand the world around through sound. It gives them opportunity to express themselves and share ideas artistically and as a tool for learning across the curriculum.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The use of music continues to develop at St. Michael's Community Academy, from singing greetings songs in the nursery to performing class songs in Key Stage 2. All pupils learn music as part of the curriculum and, where possible, other musical experiences take place.

2.) Intent:

The national curriculum for music aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

3.) Implementation:

At St. Michael's we use of the Kapow! Scheme of work for music.

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 un-tuned 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:

- 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 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.

4.) Impact:

To be completed

5.) Assessment:

Video and pictorial evidence is used to make judgements on the learning pupils have achieved along with written examples including scores to show the work completed. Often activities are completed in whole-class and group situations.

6.) Equal Opportunities:

Children should be given the same opportunities regardless of gender or cultural background. Children who have additional difficulties will receive appropriate levels of support to ensure that they have full access to music in the National Curriculum. It is hoped that due to the nature of music, modification to the curriculum will be kept to a minimum. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role. Where appropriate, children should work in mixed ability groups.

7.) The Role of the Music Subject Leader

The Music subject leader is responsible for the development and monitoring of the Music Curriculum.

The subject leader provides consultancy and advice; supports staff in the classroom where possible; specifies and orders resources; co-ordinating staff requests for resources and monitoring the condition and availability of resources.

Class teachers are responsible for monitoring and evaluating their planning, delivery and pupil learning in music.

8.) Resources and storage:

Needs updating

All music resources are situated in the central resource cupboard. Instruments are arranged on two trolleys, one of mainly untuned percussion and the other containing a selection of tuned xylophones and glockenspiels. In addition to this, there are also alto and bass chromatic xylophone sets in the cupboard.

A box containing an assortment of beaters is available.

There is a selection of bucket drums available as a class set with rubber lagging as drum sticks. A class set of soprano recorders are available along with a small number of alto recorders.

Each year group currently has access to the *Kapow!* Scheme of work. This allows class teachers to follow a progressive set of skills and objectives which ensure that all areas of the curriculum are covered.

Each classroom has facilities for listening to music. Classrooms have their own camera or access to iPads with video facilities to allow for recording performances and for assessment purposes.