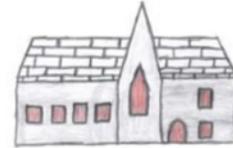




The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



Music Policy

| Document Status | | | |
|--|-------------------------------------|-----------------------|--|
| Date of Next Review | December 2021 | Responsibility | <i>Governing Body</i> |
| Success Criteria for review completion | | Responsibility | <i>(Chair)</i> |
| Date of Policy Creation | Adapted school written model | Responsibility | <i>Stuart Priestley Chair of governors</i> |
| Date of Policy Adoption by Governing Body | | Signed | |
| Method of Communication DB and hard copy policy folder | | | |

At Melsonby, we aim to deliver a high-quality music curriculum which inspires and enriches pupils to fulfil their musical potential. This begins with their first exploration of sounds in EYFS, where children access musical instruments in the outdoor area and sing regularly. From Year 1, we develop music through singing, playing tuned and untuned instruments, listening and composing. We want our children to develop a lifelong appreciation, understanding and love of music and ensure they are exposed to a wide range of high-quality live and recorded performances, drawn from a range of different cultures. We believe all children deserve to be given the chance to become musicians and can explore, compose, learn to play a brass instrument and read musical notation on a staff.

Aims:

- To teach the skills needed in order for children to play a wide range of musical instruments and explore the way their voice can be used as an instrument.
- To promote children's ability to compose music for a purpose, drawing on their knowledge of the inter-related dimensions of music.
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions and appreciate the diversity of cultures around them.

Outcomes

Children are able to express themselves through a variety of musical channels and are confident in their ability. When performing, children understand the importance of accuracy, fluency, control and expression. They are able to ask relevant questions and critically analyse the intentions of composers using key vocabulary.

Organisation

Class 1 are taught music by a music specialist in the Summer term. They are taught units from the North Yorkshire syllabus based on pulse, rhythm, pitch, mood, structure and history. Class 2 have a weekly music lesson provided by the North Yorkshire Music Service. All children in KS2 learn to play an instrument, read musical notation and are taught the National Curriculum through practical sessions.

Teaching and learning style

Children will learn music through singing and the playing of instruments. From year 3 to 6, each child is provided with a suitable brass instrument which will be learnt in their lessons to develop their musical skills. They will be able to

transfer this skill set to a range of instruments as they continue to develop their musical abilities. We provided extra opportunities for all the children to perform in the wider community and take part in local and national competitions. All music is taught by a music specialist.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school uses the North Yorkshire music scheme of work as the basis for its curriculum planning in Music.

As required, we teach at EYFS, Key Stage 1 and 2. Our scheme of work focuses on singing and instrument playing, developing the children's knowledge and understanding of the interrelated dimensions of music as they progress through the school.

The curriculum planning in Music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Music activities covered in each term during the key stage. The Music subject leader works this out in conjunction with teaching colleagues in each class.

Our medium-term plans, which we have adopted from the scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a daily plan for each Music lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Musical activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

5. Early years and foundation stage.

We encourage the musical development of our children in the Nursery and Reception classes as an integral part of their work. We relate the

physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they sing and handle different objects that can be blown or beaten. We give all children the opportunity to participate.

Links with other subjects.

Music can link to other subjects, e.g. Literacy, (recount/rhythm/poetry), Maths (counting and Geography (world music). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Teaching music to children with special educational needs

At our school we teach Music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Equality

All aspects of Music are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

Assessment and recording

Teachers assess children's work in Music by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' Music and self-assessment. This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

There is a range of resources available for music lessons. All children in Key Stage 2 have a brass instrument to learn. There is a variety of classroom tuned and un-tuned percussion instruments available for early years and key stage 1 to use. The school has resources linked to the 'North Yorkshire Music Scheme.'

Visiting teachers.

Melsonby school provides professional instrumental tuition for children in years 2-6. These teachers are trained through either the North Yorkshire

County music service, or are professionals in their line of work. We provide instrumental tuition in: piano, woodwind, brass and guitar.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leaders. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Extra-curricular activities:

- Weekly school brass band club
- Weekly singing club
- Competitions (Local and national)
- Whole school productions
- Church festival performances
- Church service performances