

MUSIC POLICY

September 2021



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Reviewed and approved by: Exec team

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Date of next review: June 2023

Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

MUSIC INTENT AT SOMERVILLE

- To teach well planned and varied Music lessons that allow children to develop a range of different musical skills including; use of notation, composition and performance.
- To ensure ALL children are able to access the music curriculum and SEND and low ability children are appropriately supported.
- To build a love of Music and champion the subject across the school.

The Somerville Music Curriculum is designed to:-

- Ensure all children can progress in music and have opportunities to explore and use different forms of musical notation dependant on year group. Official musical notation to only be used in some KS2 year groups.
- To build children's love of Music and creative thinking through well planned music lessons using both Charanga, and each year group will also have one composition unit and a BBC Ten Pieces project and a cultural unit for F2. (Bar Year 5, who have musical tuition).
- To champion and celebrate music across the school. Music is proven to build self-esteem, social skills, develop motor skills, build self-expression and confidence; it strengthens memory skills and can make us happy and calm the mind. Music will be celebrated through a music day, music assemblies and a school talent show at the end of the year.
- To ensure ALL children have opportunities to access the Music curriculum by supporting lower ability and SEND children appropriately through the use of visuals and pictorial representations, differentiated tasks and appropriate learning spaces for children with sensory issues.

CURRICULUM IMPLEMENTATION AT SOMERVILLE

Approach to Teaching and Learning and Pedagogy

- Each year group will have one unit that will use the Charanga Music programme of study.
- Each year group will complete one composition unit. Where possible, these units will have curriculum links to other themes the year group will look at in the academic year. For example, in Year 1, the composition unit is all about sounds of Spring and links with the 'Seasons' science unit.
- Each year group will complete one BBC Ten pieces project.
- Music is a very practical subject with lots of practice and repetition. This will support children's memory of what they have learnt.

Enrichment Experiences

- As part of the National Curriculum requirements all Primary aged children should be given opportunities to experience live music performances. As an enrichment activity, students from a Liverpool based or Local high school will create a performance for the Somerville pupils.
- To promote a love of music across the school, all children will be given opportunities to take part in a whole school Music Day, music assemblies and there will be an opportunity to take part in a School Talent Show at the end of the academic year.

There will also be a school Song of the Week that will differ each week to allow children opportunities to listen to different styles and genres.

- A school choir will be available as an extra-curricular activity and children will be given opportunities to perform where possible at Christmas and at other suitable times in the year. Other music-based clubs will be offered where possible if staff confidence/skill allows.

Reading and Vocabulary

Each unit comes with a set of music based vocabulary. Staff should read and discuss these words to ensure children know what the musical terms mean. This can be supported with actions or pictorials to consolidate the learning and help children remember clearly.

Special Educational Needs and Music

- Teachers are to support SEND children in Music through the use of; repetition and lots of practice (ensure children are confident with what they are being asked to do), practical activities, visual representations (especially when asking children to record their work through any form of notation) and differentiated tasks.
- Teachers are to provide a suitable learning environment for those children with sensory issues as loud noises may cause some children to feel anxious or overwhelmed.

CURRICULUM IMPACT AT SOMERVILLE

Children's progress in music will be assessed using the whole school, non-core assessment format. They will be assessed on different aspects of the music curriculum including; listening and appraising, singing, playing instruments, improvisation, composition and performance.

Teachers are to evidence progress through video recordings throughout the unit. It is important that there is video evidence during the beginning, middle and end of the unit to show the progress the children have made.

I will also be monitoring the teaching of music through the use of pupil voice sessions and learning walks where possible.

We want to promote a love of learning and to build children's confidence, self-esteem and creativity through the use of performance and composition.

EQUALITY IN MUSIC EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions.

Across the school in music, all children are given opportunities to learn about different cultures through the different genres of music that are taught. Music should be used where possible during Geography when looking at different countries or cultures. For example, in the Year 1 unit of Going Down Under children should be introduced to aboriginal music or during the Homing In unit in Year 3, children should be introduced to Samba music when looking at Sao Paulo.