



# Yenton Primary School

## Music policy

Approved by Governing Board: Nov 2016

To be reviewed: Nov 2019

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# Yenton Primary School Music Policy 2016

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## Music Policy Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

## Aims and Objectives

The national curriculum for music and our school 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.

## Implementation of the Music Policy. The 'Music Express' Scheme of Work

- The 'Music Express' scheme of work provides the basis of music lesson content from Foundation Stage to Year 6.
- This in-turn informs the medium term planning as to what is taught within Music teaching units.
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.

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## Music Lesson

Each Music session there will be have:

- A clear Learning Objective
- An element of Speaking and Listening
- Modelling of activities at a level which is appropriate to the needs of the children within the class being taught
- A plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

## Additional music teaching

- **Year 4 pupils** are taught an instrument over the course of the academic year. Peripatetic music teaching is organised by the Local Education Authority's Music Service
- Children in Years 5 and 6 are offered the opportunity to continue with tuition. Parents who want their children to participate in the scheme pay additional music lesson fees on a termly basis. However, fees are subsidised by the school and currently stand at **£30/term**.
- These extra lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the, trombone, cornet, recorder and flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.
- We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert.
- The time while children are coming into assembly is utilised as an opportunity to teach about different musical genres

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## Assessment, Record Keeping and Reporting

- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and to inform future provision
- Assessments are completed at the end of each unit
- music is reported on at the end of the academic year in each child's School Report
- Children receiving tuition also receive reports from the Music Service
- The music subject leader keeps samples of children's work in a portfolio, which is used to demonstrate the expected level of achievement in music for each age group in the school.

## Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that receive music tuition will be given the opportunity to showcase talents in assemblies.

## Resources

Resources are available for each Key Stage. The Early Years keep a selection of instruments in their classrooms. The subject leader updates resources when needed and based upon the unit plans from Music Express.

## Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. 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 music in the school.

This policy will be reviewed in 2019