

# Mountfields Lodge Primary School



## Music Policy

**Aim High, Reach for the Sky**

## **Music Policy – Mountfields Lodge School**

### **Introduction**

This policy outlines the teaching, learning, organisation and management of music at Mountfields Lodge.

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

### **Aims**

- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To encourage children to sing with enthusiasm from an early age, free from inhibition.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to **perform, compose, listen and appraise**.

### **Performing skills**

Children will be taught to sing a wide variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

### **Composing skills**

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g.: pictorial score or using notation).

### **Appraising skills**

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

### **Listening and applying knowledge and understanding**

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of seven musical elements: pitch, duration, tempo, dynamics, texture, timbre, form. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

### **Approach**

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: Literacy, Maths, KUW, Physical and Creative development.
- As well as music lessons in class, KS1 and KS2 singing sessions take place weekly.
- Pupils are given the opportunity to listen to a range of music at the beginning and end of our collective worship sessions.

- KS1 are taught using the scheme *Charanga*. The scheme provides the necessary details, activities, accompaniments and recordings on CD to support our music teaching.
- KS2 are also taught using *Charanga Music* as a base aid.
- In addition to whole class music lessons, peripatetic teachers are used to teach individuals or small group piano, strings, oboe, flute, brass and percussion.

## **Assessment**

Assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced.

## **Role of the music co-ordinator**

- Auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use.
- Monitor that the curriculum is being covered, the standard of delivery is being maintained and sample planning.
- Monitor, evaluate and advise on the teaching of music across the school.
- Liaise with outside agencies.

## **Inclusion**

We aim to allow all children the opportunity to succeed and reach the highest level of personal achievement: irrespective of ethnicity, attainment, age, disability, gender or background. Staff will take into account the needs of the children and adapt to enable learning by all.

## **SEN**

Curriculum planning and assessment for SEN pupils must take account of the type and extent of the difficulty experienced by each pupil. Staff could encounter a wide range of pupils with SEN, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access, will be met through greater differentiation of tasks and materials, consistent with school based intervention, as set out in the SEN Code of Practice.

## **Gifted and Talented**

For pupils whose attainment significantly exceeds the expected level of attainment, suitably challenging work will be planned. Talented pupils are given differentiated work and are expected to sometimes take the lead during class and small group discussions. Extra research or practical activities may be asked of them, if they are keen to do so, and encouraged to share them with the rest of the class. Staff recognizing a talented pupil will ask higher order questions in lessons and will ensure that the Gifted and Talented Lead Teacher is aware, so that the pupil can be placed on the G&T record. Wherever possible, opportunities for these pupils to extend themselves, will be made by the school.