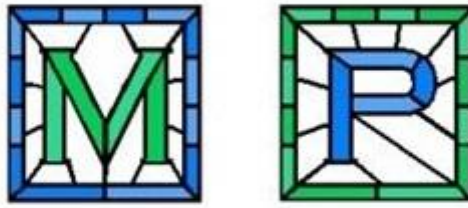


**Monkfield Park**



**Primary School and  
Care & Learning Centre**

# **Music Policy**

Approved by the Governing Body in:

~~Spring 2019~~ Spring 2022

## **Music Policy**

### **1. Introduction**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The policy for music clearly sets out how Monkfield Park Primary School see this subject being developed and taught throughout Key Stage 1 and 2 in relation to the National Curriculum.

The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body. The implementation of this policy is the responsibility of all members of teaching staff. The responsibility for monitoring and review rests with the music co-ordinator.

### **2 . The Nature of Music**

At Monkfield Park, our children engage actively with, and develop their understanding of, music making in small and large groups through performing, composing, listening and appraising. The teaching of music develops our pupils' ability to listen and appreciate a wide variety of music of different genres and to make judgements about their own and other people's performance. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also develops self-discipline, creativity, aesthetic sensitivity and fulfilment.

Our aim in music is to:-

- develop the awareness and musical creativity of all pupils
- encourage children to enjoy and participate in musical activities
- encourage children to respond as individuals and also be able to work co-operatively
- encourage children to appreciate music of different genres
- enable all children to participate in whole class music making
- encourage children to develop critical faculties with regard to their own and others' performances, so that they are able to improve their own work and make constructive comments on the work of both their peer groups and of professional musicians.

*(These aims are not in any set order and should not be read as a list defining importance. All aims have equal value.)*

### 3. Schemes of Work

In our Scheme of Work for music we aim to raise standards in music throughout Key Stages 1 and 2. By following the 'Charanga' scheme of work, we are able to show a clear progression of knowledge and skills. Supplementing this scheme of work with our own in-house expertise, we cover all aspects of the National Curriculum, setting out clear objectives for each year group. 'Charanga' also have a new scheme of work which follows the National Curriculum as well as the new 'Modelled Music Curriculum' published by the DfE in March 2021. Teachers therefore have a wider variety of units to choose from and can still be safe in the knowledge that both coverage and progression are being achieved.

BothThe schemes of work plans for class, group, paired and individual work. The understanding of music is developed through active participation and the work is planned with the predominance of active music making. Pupils are engaged in planning, rehearsing, refining, performing and evaluating their own and others' work. Pupils are given opportunities to show what they know, understand and can do in a positive way, and are encouraged to direct their own compositions and performances.

Reception (EYFS) are following the Jolly Phonics Music scheme of work, which follows the new EYFS (2021) Early Learning Goals and prepares children fully for starting the National Curriculum (2014) in Year 1. Children will be assessed in Music within the 'Physical Development', 'Communication and Language' and 'Expressive Arts and Design' statements.

Additional activities and resources may be used to supplement the Charanga Schemes of Work and are encouraged to broaden the children's musical experience within school and these include Rocksteady Music School assemblies, Purple Mash music and Minute of Listening.

### 4. Entitlement

All children at Monkfield Park Primary School are entitled to have equal access to the learning objectives for music as laid out in the National Curriculum.

Knowledge, skills and understanding are taught through:

- a) a range of musical activities that integrate performing, composing and appraising.
- b) responding to a range of musical and non-musical starting points.
- c) working on their own, in groups of different sizes and as a class.

- d) a range of live and recorded music from different times and cultures.

Pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Children learning how to play musical instruments extra curricularly will be invited to bring these into school and use in class music lesson where possible.

Additionally, children learning how to play a musical instrument may be given opportunities to showcase their talents during school Collective Worship or talent shows.

This subject will be taught in conjunction with our Equal Opportunities Policy, Inclusion Policy and the school's Special Educational Needs Policy.

Computers, the internet and ICT equipment will be used to support musical study where appropriate but it is recognised that, outside the school workplace, not all children have access to this equipment.

## **5. Inclusion**

Monkfield Park aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Monkfield Park Primary School meets the specific duties of the Race Relations Amendment Act (2000) by considering the implications for race equality and cultural diversity in planning and developing all policies. For further details refer to the Equality and Diversity policy.

Children with Special Educational Needs will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

All children, including those who have been identified as able, gifted and talented, will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented policy.

## **6. Contributions to other areas of the Curriculum**

Music has many natural links to other areas of the curriculum. These include :

- English - the extension of vocabulary through discussion, the use of pulse/rhythm in poetry and as the stimulus to creative writing and drama.
- Mathematics - the sequencing, symmetry and structure of music and the use of patterns and counting.
- Science - how sounds are made, how they travel and how they are heard.
- I.C.T. - recording sound, using tape recorders, and electronic sound sources. Using music software.
- History - music commemorating events and traditions; music from different times.
- Geography - music from the U.K. and from other countries. Instruments from around the world.
- R.E. - songs and music used for religious festivals.
- P.E. - moving and dancing to rhythms and music.
- P.S.H.E - emotional responses to different musical stimuli.
- Art and Design - using Art and Design as visual stimuli and representing music through pictures.

Music also contributes to the key skills of listening, memorising, communication, language, co-ordination and sequencing. Music develops social skills and is important to the spiritual and cultural growth of our pupils.

## **7. Resourcing**

Music resources are kept centrally.

There are also visits to the school by Cambridgeshire Music instrumentalists.

Instrumental lessons are provided by Cambridgeshire Music, lessons in the following instruments currently take place - violin, woodwind, guitar and keyboard.

## **8. Implementation**

All pupils have music lessons according to the school's time audit. Within the class lessons, there are opportunities for group, paired and individual work and where appropriate, for the use of I.C.T. Collective Worship and Assemblies also present opportunities for whole school singing, listening and performing. Visits from Cambridgeshire music instrumentalists and other local musicians also enrich the curriculum.

Activities will be planned in such a way as to encourage full and active participation by all children irrespective of ability.

## **9. Health & Safety**

Music is taught within the context of the County directives. All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. Any shared wind instruments are disinfected after use.

## **10. Assessment**

All children will be continually assessed by the classroom teacher. A focus for assessment and review will be planned into each unit of work to enable the teacher to make sure that children have understood the taught concepts and skills and have had time to experience them. Monitoring by the music Co-ordinator will take place in accordance with the school's Assessment and Moderation Timetable.

## **11. Review**

The Headteacher and staff will review this policy in line with the School Development Plan.