

# **AYCLIFFE DRIVE PRIMARY SCHOOL**



## **MUSIC POLICY**

### **Curriculum Committee**

**Updated June 2022  
To be reviewed 2025**

**Staff Responsible**

**Mrs M Green  
Mrs H Chinn**

**Head Teacher  
Music Subject Leader**

## Rationale

Our ambition is to make it possible for our pupils, to experience and be enriched by the best music from England and from around the world. We recognise the role that music and the arts can play in creating a vibrant school community and enhancing the quality of life. We believe that every pupil should have the opportunity to sing and to play a musical instrument and we will encourage the widest participation in music.

## Music Programme of Study Aims

<b>Music Programme of Study</b>	
<p><b>Purpose of study</b> Music is a universal language that embodies one of the highest forms of creativity.</p> <p>A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	<p><b>Aims</b> The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• <b>Perform, Listen to, Review and Evaluate</b> music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>• <b>Learn to Sing</b> and to use their voices.</li><li>• <b>Create and Compose Music</b> on their own and with others</li><li>• <b>Learn to play a musical instrument</b></li><li>• <b>Use technology</b> appropriately and have the opportunity to progress to the next level of musical excellence</li><li>• <b>Understand and Explore</b> how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li></ul>

## Differentiation and Special Needs

Music engages children in a variety of planned and differentiated activities, appropriate to age, ability and any special need.

Our aim is to show through our attitude and actions that entitlement, success and enjoyment of music are the rights of all children.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child;

- using classroom assistants to support the work of individuals or groups of children

### **Spiritual, Moral, Social and Cultural Development**

Music contributes significantly to upholding British values and to the teaching of spiritual, moral, social and cultural development and to personal, social, citizenship and health education.

Through the common goal of making music, children learn to work effectively with other people and build up good relationships.

Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Aycliffe Drive School have the opportunity to encounter music from many cultures and through their growing knowledge and understanding of music they develop more positive attitudes towards other cultures and societies.

### **Teaching Strategies**

Children will be engaged in a variety of aural activities which may start with an external or internal stimulus; these may be instrumental or vocal. These activities will normally be classroom based and may include the whole class, small groups working together or individuals. This will be backed up by other opportunities and groups when this is appropriate within the school.

### **Curriculum Planning and Design**

Music is planned using the National Curriculum Programmes of study and may be supplemented by different published schemes such as Charanga. Hertfordshire Music Service also provide support when needed.

In Years 3 and 4, classes receive ukulele lessons through the First Access scheme provided by Herts Music Service.

Every year, the whole school take part in a project developed by the school subject leader called 'Take One Tune.' A piece of music is selected, for example Pachelbel's Canon in D, and the whole school complete an activity based around it. This is then followed up by a performance to the school or in recordings/photographs. A whole school display book is produced showing progress throughout the school and to celebrate the children's achievements.

The Subject leader provides INSET annually

## **Singing**

Through singing songs, children learn about the structure and organisation of music.

Every child is given the opportunity to sing at least once a week. The whole school comes together to sing during Friday assembly. There are 2 school choirs in both KS1 and 2. KS2 choir regularly takes part in out of school activities.

## **Musical events**

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 choirs in KS1 and 2. Herts Music Service provide opportunities, for example, Djembe workshops. Other examples are a trip to the O2 as part of the Young Voices project, singing to residents at an old people's home and singing carols as part of a church service.

## **Resources**

There are sufficient resources for all music teaching in the school. We keep resources for music in a central store.

## **Assessment and Recording**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and key musical skills. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

## **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 the subject in the school. The music subject leader carries out the vital task of reviewing children's work. Evidence of work is through photographs, written evidence and performances. This is collected by the subject leader to be monitored and assessed, assuring the quality of teaching and progress through the school.