

Approved: Autumn 2023
Review: Autumn 2025
Website Policy

THE GLEBE PRIMARY SCHOOL

Music Policy



The Glebe Primary School

Music Policy

Article 29: Education must develop every child's personality, talents and abilities to the full.

1 Aims and objectives

- 1.1 Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement.
- 1.2 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.3 The objectives of teaching music at The Glebe Primary school are to enable children to:
 - 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 an opportunity to learn a musical instrument, use technology appropriately and have an 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 notation.

2 Teaching and learning style

2.1 The Glebe Primary School ensures that music is an enjoyable learning journey. We encourage children to participate in a variety of musical experiences to build up the confidence of our children. Singing lies at the heart of good music teaching. We have peripatetic singing teachers who come into school on a weekly basis, they teach each year group singing and provide a whole school hymn practice. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs children learn about the structure and organisation of music. We teach them to listen to and appreciate different genres of music. As children get older we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when they learn about how music can represent feelings and emotions. We teach them the disciplined skills of recognising musical elements for example pulse and pitch. We teach children to make music together, to understand musical notation (standard and non-standard) to write lyrics and compose pieces of music.

2.2 We recognise that in all classes' children have a wide range of musical abilities and we seek to 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:

- setting tasks which are open-ended and have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability and setting different tasks to each group
- provide resources of different complexity, depending on the child.

3 Additional music teaching

3.1 The Glebe Primary school children offer children the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by music works. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly or monthly basis. These lessons are normally taught in small groups or 1:1. 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.

- 3.3** In addition to the music taught within the music lessons children's musical experience is extended in other ways. Music is played as they arrive and leave assemblies, the focus for the assembly music covers a range of composers, instruments and historical periods in music. We get together as a whole school every half term to learn new songs. Singing across all areas of the curriculum is encouraged to help children learn new things in a fun and enjoyable way.
- 3.4** The children are also offered an opportunity to take part in extra-curricular musical activities. These activities vary year on year and can be accessed by different Key Stages, depending upon the activities offered and the teachers running them. The type of extra-curricular activities offered are joining the choir and music club.

4 Music curriculum planning

- 4.1** The Glebe Primary school follow the music scheme Charanga. It teaches all aspects of the music National Curriculum and will ensure progression across all year groups. Planning provides opportunities for children, of all abilities, to develop their skills and knowledge in all areas of music. Progression is planned in which means that children are increasingly challenged as they move through the school.
- 4.2** The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.
- 4.3 How the Scheme is structured**
Each unit of work comprises the of strands of musical learning which correspond with the national curriculum for music:
1. Listening and Appraising
 2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition

3. Performing

- 4.4 The class teacher is responsible for teaching music using the medium-term overview plus the six individual lesson plans per unit on Charanga. The subject leader is available to discuss these on an informal basis.

5 The Foundation Stage

- 5.1 At the Glebe Primary we teach music in both the Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Science

Science contributes to the teaching of Music. Children explore how sounds are made and travel. They also investigate how we can alter sounds to affect pitch and volume.

6.4 Information and Communication Technology

ICT is used in music where appropriate. Children use keyboards, recording equipment and computer programs when composing music. They also use ICT in

music to enhance their research skills through the Internet and appropriate Apps.

6.5 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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.

6.6 Spiritual, moral, social and cultural development

Creating, performing or listening to 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 The Glebe Primary school have an opportunity to encounter music and instruments from many cultures. Through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

6.7 PE

Children respond to music through dance and movement. Dances are developed following pace and mood of the music.

7 Music and inclusion

7.1 We teach music to every child at The Glebe Primary School. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special talents and those learning English as an additional language. We take all reasonable steps to achieve this.

8 Assessment for learning

8.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Children are also encouraged to make judgements about how they can improve their own work. At the end of a unit of

work, the teacher makes a summary judgement about the work of each pupil in relation to the learning objectives taught and keeps a record of these judgements to help when assessing the children at the end of the year. At the end of each year the children are assessed based on whether they are working at, working below or working above age expected expectations. These assessments are recorded on our staff data system.

9 Resources

9.1 There are sufficient resources for all musical teaching in the school. There are a range of tuned and untuned percussion instruments, keyboards, guitars, a selection of multi-cultural instruments, recording equipment, posters, song books and music CDs, all kept in a central area that are accessible to all. Foundation Stage also has access to their own selection of instruments and recording equipment.

10 Musical events

10.1 We believe that music enriches the lives of people and so we wish to involve as many children as possible in musical activities. Children are encouraged to be part of the choir, productions at Christmas and other singing activities inside and outside of school like the opportunity to sing at the school Christmas Fair and local Nursing homes. We also take part every year in Snappy Christmas and Snappy Spring. Children are also encouraged to learn to play an instrument through clubs and music tuition provided by outside agencies. The whole school is involved with Harvest Thanksgiving service and carols around the Christmas tree.

11 Monitoring and review

11.1 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. The subject leader is responsible for observing the quality of learning taking place in music, sampling children's work and talking to the children about their learning and attitudes in music. These observations are put together in

a report and a copy of this is given to the Head Teacher. The report evaluates the strengths and areas for development.

11.2 This policy will be reviewed every two years.

Last reviewed: September 2023

Next reviewed: September 2025

THE GLEBE PRIMARY SCHOOL

Music Policy

This Policy has been approved by the Governing
Body of the Glebe Primary School

On:

To be reviewed: Autumn 2025

Chair of Governors: