



## MUSIC POLICY 2022/23

**Aims:** Music is a powerful, unique form of communication that can change the way pupils feel, think and act. Children to become skilled, creative and confidence to use a range of musical attributes, making links to real-life. Music can be a lifelong source of pleasure. It is education for life.

**Music curriculum:** We instil the core National Curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing, whilst developing an understanding of musical traditions and developments in a variety of cultures. Children are taught to recognise the musical elements of: • Duration • Dynamics • Pitch • Tempo • Timbre • Texture

**Music Mark School:** We have been nominated and recognised as a music mark school within Gateshead. We received this recognition in September 2021 and will be moving forward with CPD and further music opportunities with Gateshead Music Hub and the Music Mark organisation.

**Teaching approaches:** Music is engaging, interactive and expressive. We follow a progression of knowledge and skills through Kapow and teacher assessment. Children are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

**Differentiation and challenge:** Children are supported within music where appropriate. Children will work collaboratively in groups, as a whole class, in pairs and individually. Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability. Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and offered extra-curricular activities and performing opportunities. Children are able to use their own instruments.

**Growth Mindset:** Within Music we promote enquiry and positivity to ignite and motivate an artistic attitude by developing opinions, team work and resilience skills towards music.

**Inclusion and equal opportunities:** Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills such as listening skills, concentration, creativity, intuition, perseverance, self-confidence and sensitivity towards others. Our curriculum is inclusive and supports ranging needs and cultural diversity.

**Planning in music:** We follow the Kapow condensed curriculum (linked to the National Curriculum). Teachers plan fortnightly music lessons, using a range of resources and publications. Teachers' planning is adapted according to the needs of the children.

**Timetabling of music:** Music is taught fortnightly in key stages 1 and 2.

**Music in EY:** Music is at the heart of early years. Music is taught through rhymes, songs and discrete lessons, following children's interests, needs and Kapow. Within the Early Years Foundation Stage music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. Children sing songs, make music and dance, and

experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

**How do we assess music?** Assessment is on-going and evidence for recording and reporting purposes is gained from teacher observation and Kapow end of unit checks. Teachers also record and collate videos and images to show learning, coverage and progression of skills. Appraisal sessions, where the children are discussing the progress of their own work and that of others, highlight important stages in a child's musical development.

**Computing in music:** Music is linked to computing where applicable. Teachers use technology to support teaching and pupils use technology to support learning. During some computing lessons, computer programmes, such as Audacity, is used to develop musical skills alongside skills in technology

**Resources in Music:** Resources are stored in school in an instrument trolley that includes tuned and non-tuned instruments such as class percussion sets and a class set of glockenspiels. We have whole school access to online resources such as Sing Up and Kapow, which provides online music planning for teachers and we work closely with the LEA Music Hub and have a specialist music teacher 1 day per week (year 3 classes are learning to play recorder and year 4 are learning to play ukuleles). In addition, year 2 staff have received CPD and now deliver ocarina lessons weekly.

**CPD in music:** will be delivered by Music Lead, key teachers, Kapow and involvement through the local authority Music hub.

**Evaluation and monitoring:** there is a monitoring cycle for music through formal observations, pupil voice discussions, staff feedback, governor meetings, learning walks/drop-ins, evidence scrutinies and termly whole school performances.

**Extra Curricular:** We will be forming a Performing Arts club in the Summer term.

**Local Community:** We take part in local events and have strong links with the Stage, Baltic, local church - St Mary's and local community where we take part in singing events and performances.

**Private Tuition:** We work closely with Gateshead music hub who provide specialist music teachers who deliver 1:1 or small group lessons on a weekly basis providing opportunities for instruments from woodwind, brass, string and percussion sections.

**School governor role in music:** There is a link governor allocated for the oversight of music and the arts - Jamie Bogle. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see music lead Rachel Wilkinson

