



## Music Policy

**Aims:** At Fellgate Primary School music will be embedded throughout the school day to create mood, atmosphere and to improve the children's thinking skills in a variety of lessons. Music will be taught across the school, enabling all children to explore a range of musical instruments and styles. All children will be taught to compose and improvise using the inter-related dimensions of music with both voice and instruments. They will explore how to play musically and will be encouraged to play together in ensemble groups as well as independently as a soloist. During assembly, children will use their voices expressively and creatively by singing songs in a range of genres.

**Teaching Approaches:** Music is engaging, interactive and expressive. We follow a progression of skills through Charanga 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.

**Music Curriculum:** We instil the core National Curriculum aims set against appropriate challenge.

**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

**Intervention:** Teachers use formative assessment throughout lessons and units of work, reacting and intervening based on the needs of the children. Questioning techniques and scaffolding of tasks are used skilfully to ensure children's success. Pre and post teaching is used when necessary.

**Speaking and Listening:** As with the mastery approach, children are encouraged to become musically articulate – speaking in full sentences and using appropriate vocabulary.

**Planning in Music:** We follow the Charanga curriculum (linked to the National Curriculum). Teachers plan weekly 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 weekly in key stages 1 and 2.

**How do we assess Music?** Music assessment is on-going and evidence for recording and reporting purposes is gained from teacher observation, using Charanga units. Teachers also record and collate videos and images to show learning, coverage and progression of skills.

**Homework in Music:** Teachers occasionally set music home learning tasks that link to classwork, for example, learning a song.

**Extra Curricula Music:** After school KS2 are able to join the choir.

**Information and Communication Technology (ICT) in Music:** Music is linked to computing where applicable. Teachers use ICT to support teaching and pupils use ICT to support learning.

**Resources in Music:** Resources are stored in school such as CD's, books, composers' books, instrument trolley that includes tunes and non-tuned instruments such as a class percussion sets, and a class set of glockenspiels. We have whole school access to online resources such as Charanga, which provides online music planning for teachers.

**CPD in Music:** CPD to be delivered by Music Lead, LA key music people.

**Marking:** Marking is ideally done 'live' during lessons, teachers respond to misconceptions as a whole class or through intervention.

**Evaluation and Monitoring:** Monitoring takes place in the form of termly pupil voice, governor meetings and work scrutinies. When formal observations take place, they are conducted alongside a member of SLT with a key focus.

**School Governor Role in Music:** There is a link governor allocated for the oversight of music. Key documents/action plans are shared when updated and regular meetings are held with the link governor