



# **NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

## **Music Policy**

**Reviewed: Summer 1 2023**  
**Next review date: Summer 1 2024**

This document is a statement of the aims, principles and strategies underlying the musical education at Newborough Church of England Primary School.

### **What is Music?**

Music is concerned with the creative, aesthetic, emotional and spiritual response to rhythmic combinations of sound. It is an art form in which all children may participate with enjoyment. It can be integrated across the whole curriculum, may develop cultural awareness and add a valued part to any project or theme. Whilst it is to be enjoyed, it also requires of the child great powers of self-discipline, an ability to co-operate with others and the ability to concentrate over extended periods of time. It brings a sense of achievement and self-confidence.

### **Aims or Objectives**

Through the development of the following criteria we hope to enrich the children's learning and provide opportunities for participation in musical activities at their own level of understanding and ability.

- to build self-esteem, self-confidence and self-discipline
- to develop social skills, co-operation and sharing
- to develop concentration, memory and listening skills
- to develop a musical vocabulary
- to develop physical co-ordination through breathing and posture
- to develop self-awareness, sensitivity, imagination and empathy
- to encourage children to recognise and express their feelings
- to develop an understanding and appreciation of own and other's culture and heritage
- acquire the ability to play an instrument at a basic level

### **Implementation**

At all stages, music teaching:

- develops each of the inter-related skills of performing, composing and appraising in all activities
- extends these skills by applying listening skills and knowledge and understanding of music

In particular by making and responding to a wide range of music, children are able to understand:

- how sounds are made, changed and organised, using the elements and structures
- how music is produced, through the use of instrumentation using symbols and notation
- how music is influenced by time and place and is affected by venue, occasion and purpose

In Key Stages 1 and 2 music is taught through the Music Express units of work which are set out in our long-term planning. Within the units, the following musical elements are covered. These being:

Singing  
Instrumental playing  
Improvising and Exploring

Composing  
Appraising  
Listening  
Performing

There is scope for class, group and individual work often aimed towards performing. The predominant mode of working with percussion instruments is in groups while allowing individuals to contribute in their own chosen format. Songs are taught to the whole class as is listening to recorded music or each other. There is scope for class discussion and appraisal of their own work. Emphasis can be placed on the children's use of music to express themselves in other disciplines, such as painting, drama, literature and dance. Music can be used to illustrate stories, poems and plays.

In addition to Music lessons being taught in line with Music Express, the children also have opportunities to learn how to play tuned instruments:

Year 2	Ocarina	Ocarina Workshop
Year 3	Recorder	Recorder Magic
Year 4	Recorder	Recorder Magic
Year 4	Clarinet	Music Hub
Year 6	Ukulele	Music Hub

In the Foundation Stage, music is linked to topics as part of the Expressive Arts and Design element of the EYFS Statutory Framework. The children will have the opportunity to sing songs, chants and new lyrics sung to traditional melodies. Their listening skills will be developed through listening and responding to pieces of music. The children's creative responses will be encouraged through singing, playing, movement and dance.

### **Strategies for Ensuring Progress and Continuity**

Music is planned into Expressive Arts and Design provision in the Foundation Stage. In key Stages 1 & 2 the Music Express units of work are mapped out, with a different unit being taught every half-term. This ensures that the skills of singing, playing instruments, improvising, composing, listen and appraising are taught progressively.

### **Pupils with Special Needs**

For children with Special Educational Needs the class teachers will ensure that work is differentiated appropriately and accessible for all. Music is a valuable experience for those children who find other work in school particularly challenging. They are valued and grow in confidence when involved in group work. The rewards are instant and each small step should be celebrated.

### **Specialist Lessons**

There is the opportunity to benefit from specialist music lessons provided by independent tutors or through school led clubs. These are currently singing, violin, piano, keyboard and guitar. Rocksteady also run lessons in 'rock bands' which give the children the opportunity to play electric guitar, drums, keyboard and voice. These may be for small

groups or individuals. Pupils have the opportunity to take part in concerts both in school and in the wider community from time to time for special events.

### **The Role of the Co-ordinator**

The role of the music co-ordinator is to:

- offer advice on teaching music to all classes
- co-ordinate extra-curricular activities
- support colleagues in their development of plans and implementation of schemes of work and in assessment and record keeping
- advise on and provide material used for whole school events
- take responsibility for the purchase and organisation of resources in music
- keep up to date with development in music education and inform colleagues
- attend courses and report back to colleagues
- provide music for assemblies and prepare appropriate listening material

### **Assessment**

Pupil achievement will be recorded on Insight. This will form the basis of the report to parents. Evidence of music work will be kept in the class music book; this may include photographs, examples of graphic scores, QR codes, anecdotal feedback from the children. Photographs and videos may also be uploaded on Dojo for parents to view.

### **Reporting to Parents**

Reporting to parents is done annually through parents evenings and the written report.

### **Resources**

All instruments are stored in the Studio in the large wardrobe cupboards or the music trolley.

Visiting musicians are invited into school to share their expertise with the pupils.

### **ICT**

ICT is being used increasingly to support the teaching of music.

### **Health & Safety**

Special care is taken around instruments to ensure the safety of children and instruments. Recorders must only be played by their owner.

### **Equal Opportunities**

All pupils will have equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or any physical or sensory disability.