**Mobberley Primary School**

**Music Policy**

**Overview**

**.** Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends cultures, social classes, gender, abilities and generations

**.** Listening to and making music fulfils an instinctive human need for self expression and creativity.

**.** It stimulates responses both on emotion, spiritual and intellectual levels.

**.** Music can be a lifelong source of pleasure. It is education for life.

**Intent**

The National Curriculum for music aims to ensure that all pupils:

* Perform, listen to, review and evaluate music
* Be taught to sing, create and compose music
* Understand and explore how music is created, produced and communicated

At Mobberley School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles traditions and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to develop and use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts.

**Implementation**

The music curriculum ensures all pupils sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, wider opportunities, the learning of instruments, various concerts and performances and the opportunities to join school choirs. All children have a weekly discrete music lesson lasting not less than 45 minutes. The inter related dimensions of music are taught in the classroom lessons so that children are able to use this knowledge to appreciate, describe, dissect, analyse and understand how music is made. The key knowledge and skills for each year are mapped out to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next. In the classroom children learn how to handle and play instruments, tuned and untuned, learning the basic principles of creating notes as well as how to read basic notation. They also learn how to compose, focussing on the different dimensions of music, which in turn feeds their understanding when listening, playing and analysing music. Composing and performing using body percussion and vocal sounds further develops the understanding of musical elements without the added complexity of an instrument.

**Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength and opportunities to develop areas they might like to improve on. There are many opportunities for collaborative working and problem solving and the integral nature of music and learner creates a hugely rich palette from which the learner may access fundamental abilities such as self-confidence, creativity, achievement, interaction with and awareness of others and self-reflection. Our music curriculum also enables children to develop an understanding of culture and history, both in relation to themselves as well as ethnicities from across the world. Children are able to enjoy music through participation either as listener, creator or performer. They can sing and feel a pulse, listen and discuss music from a variety of genres and styles and talk about how a piece of music makes them feel developing their spiritual, moral, social and cultural development.

All children take part in their Key Stage nativities and KS2 children participate in the end of year ‘summer show’ as well as various opportunities throughout the year to showcase their musical prowess ensuring that by the time they leave our school most children are confident performers.

**Teaching and Learning**

At Mobberley School fundamental skills and knowledge are taught to children through a carefully planned programme ensuring that enjoyment and achievement lie at the heart of our practice. We encourage children to participate in a variety of musical experiences developing their confidence and wellbeing. Through singing songs, children learn about the structure and organisation of music. They are taught to listen to and appreciate different forms of music developing descriptive skills when learning about how music can represent feelings and emotions. All children learn the skills that make up the interrelated dimensions of music such as pitch, pulse and rhythm, basic musical notation, composition, listening to and analysing music. They learn to sing and to play recorders, tuned and un-tuned percussion and a brass instrument in Year 6.

**Additional music teaching**

Mobberley School currently participates in the Wider Opportunities Scheme delivered by our local music hub - The Love Music Trust. This enables all YR6 pupils to learn a brass instrument, either a trumpet, trombone or baritone during their weekly music lesson time.

In addition the school provides a lunchtime samba drumming club for any child in YR5 who wishes to take up this opportunity.

KS2 children can also sign up for the school choir.

Mobberley School also offers to parents in all key stages the opportunity to pay for private lessons on any other instrument through ‘Music for Life’ during the school day (subject to available tutors). We currently have many children learning the guitar, recorder and piano lessons.

Private drumming lessons are also available, arranged through a peripatetic drum teacher

The time slots for each pupil vary so they are not always withdrawn from the same lessons.

**Planning**

Music lessons will be provided on a weekly basis throughout the school year delivered by a music specialist. Planning will support progression and continuity in children’s musical experiences and the development of knowledge and understanding. The Music Express scheme of work in conjunction with the Love Music Trust curriculum will be followed for all children. ‘Sing Up’ and ‘Out of the Ark’ schemes are just some of the resources used for singing. Planning for classroom music is the responsibility of the music teacher. For weekly singing assemblies the content, musical accompaniment and any teaching is the responsibility of the music teacher. The children’s participation and behaviour is led by a second member of staff.

**Assessment**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children’s work in music by making informal judgements throughout lessons, giving oral feedback and instant methods of ways to improve. Pupils are also encouraged to make judgements about their own performances. Lessons are planned to build towards achievement at the end of the key stage attainment targets as informed by the National Curriculum 2014 using the ‘Music Knowledge and Skills Progression Map’ from the Music Express scheme. Progress is informed in the annual report to parents.

**Resources**

Resources are the responsibility of the music teacher.

Instrumental resources include:-

wide and varied selection of un-tuned percussion instruments

set of samba drums and a drum kit for peripatetic teaching

keyboard

glockenspiels

recorders

boomwhackers

Trumpets/ptrumpets, trombones/pbones, baritones.

**Inclusion/SEND**

Music teaching is made accessible to all pupils and adjustments to schemes of work will be made as required. The music teacher will liaise with class teachers and the SENDCO in order to analyse how children with specific needs respond to the teaching of music for example the child who may need ear defenders during certain lessons or the child who may need an adaptation to access a particular type of instrument.

It is the role of the music teacher to ensure that every child has equal and balanced access to the teaching of music and to ensure that it is differentiated appropriately.

**EYFS**

Early years explore musical themes and content through the Expressive Arts and Design strand of their EYFS curriculum (exploring and using media and materials, being imaginative). This involves singing song, rhymes, making music, dancing, representing their own ideas, thoughts and feelings through D&T, art, music, dance, role play and stories. They are assessed according to the Development Matters Attainment Targets.

The Music Express Scheme which is used in school has recently been updated in line with the new EYFS curriculum which comes into effect from September 2021.

**Parents**

Parents and carers are encouraged to be a part of their child’s musical education in many ways depending on the activity or the event. Preparation for a performance may require learning text or music. Very occasionally this will be set as homework for example when learning lines for the Summer Show or Nativity and parental support in this is always welcomed. Parents and carers are always invited to any performance that their child is involved in.

**Role of the Subject Leader**

Key roles of the music co-ordinator include:-

* Planning and delivery of music lessons
* Preparation and delivery of hymn practice
* Coordinating and staging KS2 end of year Summer Show
* Coordinating and staging KS1 and KS2 nativities
* Coordinating, preparation and liaising with parents of KS2 choirs for Harvest, Remembrance day service and visits to local care homes
* Preparing church services for start and end of term services
* Ordering, maintaining and organising necessary repair of instruments
* Maintaining musical equipment
* Liaising with and maintaining a good working relationship with the Love Music Trust
* Ensuring a living and healthy musical environment exists at the school

**Musical Events**

All children take part in singing practices, assemblies, and perform in public on a number of occasions throughout the year.

Weekly hymn practice

EYFS/KS1/KS2 Nativity

End of year KS2 summer show

Visits at Christmas time to various local care homes to sing carols for residents

Annual YR6 visit to the Bridgewater Hall to participate in the Halle concert for Wider Opportunity students.

YR5 visit to Clonter Opera to hear and learn about opera

Participation in the Young Voices event at the Manchester Arena

Links with St Wilfrid’s Church means that children play and sing in church on a regular basis

Visits from other musical role models ie. Pop Project

**Policy written by** Julie Eadie

**Policy Agreed:**

**Policy Review date:**