Music Policy
1. Subject Statement

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.

Music develops children’s ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils’ ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self discipline and creativity, aesthetic sensitivity and fulfillment.

Musical capability refers to a child’s ability to draw on their knowledge and understanding of Music to apply it in a variety of contexts. The Non-Statutory Guidance document for Music stresses that Music should be planned, delivered and assessed on a cross-curricular basis in appropriate contexts and as a tool to enhance and enrich the learning process.

The teaching of music develops skills and attitudes which can support learning in other curriculum areas e.g. listening skills, concentration levels, perseverance, self-confidence, creativity, respect and sensitivity towards others. Children are given the opportunities to develop their musical abilities and knowledge through other curriculum areas where appropriate. Through responding to and playing a wide range of music, the children will be helped to understand how sounds are made, changed and organised. The children will develop an understanding of musical processes including learning about and reading relevant musical symbols and notation. The children will understand how music is influenced by history, time and place of origin.
2. Assessment

The principles for assessment for learning will underpin the assessment of Music. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future planning. Furthermore, formative assessments will be made during lessons and reported to the parents through the written annual report in the Summer Term. Information is shared throughout the school through displays, celebration events, newsletters, reports, and the school web-site.

At the end of each unit, each child’s progress is tracked and monitored on Target Tracker. These assessments are then used diagnostically to evaluate the expected level of achievement in music for each age group in the school. The assessment arrangements for Music will be in line with the school current assessment policy.

Every class has a music portfolio, where the children’s learning journey is documented. At the end of each lesson, the children have an opportunity to record what they have achieved in the lesson, against the learning outcomes.

Children who are learning a specific instrument with Brent Music Service or who learn an instrument in a lunchtime club receive a termly report on their progress which is shared with their parents. In addition to this, certificates are presented to the children in assemblies, once they have reached a certain grade.
At Furness Primary School, we believe that Musical experiences in the Early Years are vital for the children to develop competent speech and language and a shared, cultural identity. Music resources are freely accessible in the outdoor provision in the Early Years, which allow children to access instruments through planned continuous provision. The nature of the Early Years Foundation Stage allows music to be incorporated into a wide range of areas, and is planned for where music makes a difference to a child’s development.

Music is taught 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.

Children are encouraged to find their singing voice through numerous kinaesthetic activities and singing games. The children explore elements of music through whole body movements, playing games and experimenting with sound. Counting songs foster a child’s mathematical ability, and songs from different cultures increase a child’s knowledge and understanding of the world.
The learning opportunities in Key Stage 1 encompasses all aspects of the National Curriculum for music; being taught either as discrete lessons or as part of a wider topic based approach, dependent upon the content being delivered.

In Key Stage 1, we ensure continuity and progression in our Music Curriculum through the use of direct teaching, practical activities and opportunities to perform in class.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. 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 forms of music.

As children progress through the Key Stage, 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 learning about how music can represent feelings and emotions. We teach children to make music together and to understand basic musical notation and concepts.
Key Stage 2

In Key Stage 2, Music is shared through a variety of means and a positive relationship fostered with home, school and the wider community. As part of the current Music provision within school, we will continue to focus on developing a shared musical culture within school to foster both higher level cognitive skills and a sense of community.

As children move into Key Stage 2, they will begin to raise their awareness of pitch, expression and harmony in their voice. There is a considerable emphasis on consolidating and building upon vocal and instrumental skills with a specific focus on performance. During lessons and singing assemblies, the children are readily introduced to different world music and music with specific cross-curricular to other areas of learning. Consolidation of western music notation continues through-out the Key Stage, while other means of notation such as graphic scores and grid notations are introduced.

There is a considerably greater emphasis on providing extra-curricular musical activities as children progress into Key Stage 2. Lunchtime clubs consisting of: guitar, keyboard, flute and recorder lessons are available for children, as well as an after-school choir club. The focus of all of these clubs is to: equip the children to take their musical grade exams at ABRSM and to foster the children's skills and confidence so that they can perform short musical pieces to their class, parents and eventually the school.

Within the academic year, Key Stage 2 children have various opportunities to participate in shows, performances and recitals, which engage the whole school community. This consists of: Spring and Summer Recitals, the Christmas Carol concert, Class Assemblies, “Let it Shine” Assemblies and individual violin and clarinet recitals.

Children in Year 3 are currently entitled to study violin for a term with a peripatetic teacher from Brent Music Service. At the discretion of the peripatetic teacher and the Music Coordinador, a smaller group of children are chosen from the wider cohort to continue with the instrument for another term. These initial lessons are free for all the children, however, there is a subsidised fee of £45 per term if parents want their children to continue. This opportunity to pay for musical tuition on an instrument is available for all children in Key Stage 2. These lessons are in addition to the normal music teaching of the school, but usually takes place during curriculum time.