

THE QUEENSWELL FEDERATION

MUSIC POLICY

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Date for Review:



Rationale

At The Queenswell Federation, we believe that music is an integral and essential part of each child's education. Not only is music an important subject of the curriculum, but it is also of value in its support of all other subjects. We believe in using music to create an atmosphere that will suit a variety of occasions, whether it be a calming effect during lesson time, to celebrate a culture or to promote a musical talent and style. We believe in offering all children the opportunity to develop their enthusiasm for music further through a range of extra-curricular activities and experiences.

Equalities

At The Queenswell Federation we believe it is the right of all pupils, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to high quality learning experiences in stimulating and supporting environment where prejudice and stereotyping are challenged.

We are strongly committed to positive action to remove and challenge discrimination in all aspects of the School and its work. The importance of staff awareness regarding the dangers of preconceived expectations based on stereotypes is essential and we bear this in mind when teaching music.

Aims

- To provide high quality teaching and learning of music according to the statutory requirements of the National Curriculum.
- To ensure that each child at The Queenswell Federation has the opportunity to develop musical skills, knowledge and understanding which will foster in them a lifelong love of listening to, discussing, creating and performing music.
- To develop an awareness of the history of music and its multicultural significance.
- To achieve a familiarity with music so that it can support a variety of life experiences, emotions and to develop language and reasoning.
- To facilitate and promote the development of the personality of pupils, to further the development of craftsmanship.

Objectives

- To ensure a clear progression of musical skills is taught across the school.
- To ensure that appropriate objectives are in place for all classes to show progression across the school.
- To ensure that music is consistently well taught, monitored and assessed across the school.
- To celebrate our rich cultural heritages, religious diversity through the music curriculum we offer. The Scheme of Work for music represents the work of performers and composers from different times,

cultures, sexes and races to promote positive role models and balanced perspectives about music and musicians for all children.

- To ensure pupils under the SEND register are identified and take part in weekly music therapy sessions to encourage music as a positive outlet; to enhance, enrich and encourage the well-being of students using music as a platform.
- To guarantee Gifted and Talented pupils with particular aptitudes in music are also identified and encouraged to enhance and extend their abilities by taking part in extra-curricular activities, both in and out of school.

Implementation

Music will be taught in a variety of contexts:

- Scheme of Work – The school has adapted the *Music Express* Scheme of work and the National Curriculum. Children are taught for one hour per week.
- School Music Assemblies – These take place weekly and provide an extra opportunity for children to learn about and take part in, on a practical level, the music of different cultures, genres and styles. This includes class, year groups and whole school singing opportunities.
- Extra-Curricular Activities – These include: choir, advanced singing, drumming ensembles, orchestra, and international dance these may vary from time to time depending on staffing.
- Instrumental Lessons offered by peripatetic music teachers include: strings, guitar, brass, woodwind, singing, drumming and keyboard.
- Visiting Musical Groups and Events Musical performances play an important role at Queenswell. These include visits to: The Royal Albert Hall Primary Proms, Love Whetstone festival, Theatre trips, busking for Cherry Lodge cancer care, Performances to Baxendale Care Home residence, The Barnet Schools Music Festival, the annual Carol service at All Saints Church, International evening, yearly school productions, the annual Winter Concert, end of year singalongs and the annual Summer Concert. We also invite numerous groups to perform various styles of music throughout the year. We endeavour to make these cross-curricular events.
- Resources: Key Stage 2 music resources are kept in the music room. Class lessons take place in the music room. Key Stage 1 resources are kept in the classrooms. The resources can be divided into five main areas:
 1. Classroom percussion instruments - this includes both tuned and untuned percussion and instruments from a range of cultures and styles.
 2. Electronic instruments – this includes electronic keyboards and PA system with microphones.
 3. Electronic resources - Amplifier, jack cables, AUX leads and mic leads.
 4. ICT resources – this includes software such as *Garage Band*.
 5. A range of instruments from different cultures and genres – many of these are made up of classroom percussion instruments. We also have a range of multicultural stringed instruments.
 6. Printed music, lyrics sheets, manuscript paper, music books and music dictionaries.

It is also recognised that children, parents/carers, staff and other adults are potential resources for music representing different cultures, countries and times: we strive to make full use of such a valuable resource.

Roles and Responsibilities

Teacher

- To implement the adapted *Music Express* Scheme of Work in accordance with the National Curriculum and school policy.
- To ensure lessons are evaluated and assessments completed and/or adjusted according to the needs of individual children.

Music Leader

- To exemplify 'good practice' in the teaching of music.
- To ensure lessons are evaluated and pupil progress is monitored, assessed and these assessments form the basis of the next steps in pupils' learning.
- To budget for materials to support the scheme of work and extra-curricular activities.
- To keep abreast of current educational research, publications and events in the field of music.
- To organise whole school events – e.g. outside performances, music days etc.
- To complete an annual action plan for the development of music across the school.
- To review and update the music policy every four years.
- To maintain music resources throughout the Federation.
- To keep parents up to date with the music curriculum, clubs, workshops, performances and events.

LMT

- To oversee and support the work of the Music Subject Leader.

Assessment and Recording

- Teachers assess music according to the National Curriculum. These are assessed each term and then fed back to children and parents during parents evening and annual reports.
- Teachers assess and identify individual pupils using the Foundation RouteMap to identify their individual ability and progression in music.

Monitoring Evaluation and Review

The quality of the teaching and learning of music across the school is monitored and evaluated by the music coordinator through:

- Half termly monitoring of planning
- Lesson observations and team teaching
- Oversight of any display work, assemblies, performances

The following aspects will be considered when evaluating the effectiveness of this policy:

Planning includes:

- Activities based around the four components of the National Curriculum;
 - Controlling sounds through singing and playing – **performing**
 - Creating and developing musical ideas – **composing**
 - Responding and reviewing – **appraising**
 - Knowledge and understanding – **listening**
- Activities which can be adapted in terms of difficulty.
- Resources to be used.
- A glossary of musical terms.
- Opportunities for children to perform their work.
- Opportunities for children to review, evaluate and improve their work.

Teaching:

- Good understanding of subject knowledge is demonstrated.
- Clear instructions and use of relevant teaching points.
- High expectations evident and success criteria made clear to children re – behaviour, participation, and development of skills.
- Good organisation of class and resources
- Enthusiasm and praise used throughout the lesson, promoting children's self-esteem.
- Previous work is referred to and built on to extend knowledge.

- Opportunities for creativity and challenge evident in lesson.
- Opportunities for gifted and talented pupils to be extended.
- Appropriate use of teaching support assistants.
- The lesson is well paced.
- Opportunities for children to evaluate and reflect.

A good standard of learning has been achieved when children:

- Have met or exceeded the learning objectives, demonstrating progress in the skills learnt.
- Can use resources effectively and appropriately.
- Express a wish to further their development in a musical area.
- Are able to make links between previous musical skills and ideas.
- Are able to listen to others, evaluate and refine musical techniques and ideas.

Outcomes – children demonstrate:

- An active role in music making through; performing, directing, composing and analysing.
- Taking responsibility for decision making in music; planning, exploring, editing, making, presenting, playing, analysing, monitoring, researching and evaluating.
- A confident attitude towards music through experiencing musical success.
- Secure knowledge of the background and history of music.