



## Music Policy 2020

Alexandra Infants' School  
Coordinator: Miss E McGraw

Alexandra Junior School  
Coordinator: Mrs S Wilton

## **Introduction**

Music is a universal language that embodies one of the highest forms of creativity. At Alexandra Infants' School and Alexandra Junior School we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### **The aims of Music:**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

### **Teaching and learning style**

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical experiences to build up the confidence of all children. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, beat, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also teach them some of the features of musical notation and to develop an understanding of the history of music.

## **Music in the Foundation Stage**

We teach music in Reception classes as an integral part of the topic work covered during the year. We also use the Music Express scheme of learning in the foundation stage. In the Early Years Foundation Stage, music contributes to a child's development in the area of Expressive Arts and Design. This is taught through the wider curriculum such as learning nursery rhymes, phonics and PE.

## **Music curriculum planning**

At Alexandra Infants' School we plan our Music curriculum using the Music Express scheme of learning. At Alexandra Junior School we use the Charanga online scheme of learning. With both schemes, we ensure that the topics studied in Music build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Music is often taught and used within other areas of the curriculum, and to support and enhance the work done within the topics planned. A wide range of resources are available to support music teaching. We give pupils the opportunity to appreciate a wide range of high-quality live and recorded music. In KS1, we carry out the curriculum planning in Music in two phases - a long term plan and weekly afternoon plans. The long term plan has been created by the coordinator which outlines which units are to be taught in each year group and in which term. The class teacher then uses these long term overviews to inform weekly planning which must clearly show the lesson question and success criteria. These individual plans must be kept as they may be needed during an informal discussion with the Music subject leader.

At Alexandra Junior School, we teach music in half-termly units which cover a range of different musical genres and skills. Each weekly lesson has the plans and resources needed to deliver high-quality music lessons. For further details of a KS2 approach please see the Intent and Implementation document.

## **Assessment**

In EYFS, any Music work that takes place will be recorded on Tapestry and evidenced within the tracking books. Discussion is a key part of assessment within the foundation stage, children's responses will also be recorded.

In KS1, formative assessment is carried out throughout the lessons with children's responses noted down and filed. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs. At the end of each unit of work, the teacher will then fill in an assessment grid and decide whether individual children are working below, at or above expected standard.

In KS2, discussions, performances and reflection are an important way of assessing what children know and understand. Assessment in music comes at the end of each unit, however, it is informed by discussions, rehearsals, activities and performances which take place throughout a unit. Teachers complete 'I can statements' for the pupils, to indicate meeting the skills and objectives for that lesson. A music assessment tracker has been produced which will show progression of knowledge and skills as a child progresses through their time at Alexandra Junior School. These progression skill trackers are set out in year groups and will move up with the children as they move year groups to enable each teacher to set the appropriate level of challenge for each child.

### **Resources**

At Alexandra Infants' School, there are a wide range of resources available for the use of all staff in the school. We keep these resources in a central store. They are regularly checked for safety and relevance and new resources may be purchased as needed.

At Alexandra Junior School, there is a music room which stores all of our instruments and equipment. Year group unit and lesson resources are accessed online by the staff teaching the lessons.

### **Inclusion**

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of

those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality policy and scheme; Able and Talented; English as an Additional Language (EAL).

Our two schools strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

### **Monitoring and review**

The music subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

### **Learning Recovery (KS2)**

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

This policy will be reviewed annually.

This policy will next be reviewed in 2021.