

# Jesse Gray Primary Music Policy



**January 2023**

Head Teacher Signature:	
Date Adopted:	
Review Date:	January 2024

Written by Louise Walton, Music Subject Leader

## Policy for Music

### The aims and principles for the Teaching and Learning of Music at Jesse Gray:

#### The teaching of Music:

- develops a sensitive awareness of sounds and music.
- develops an understanding of the inter-related dimensions of music.
- allows pupils to express feelings and ideas through music.
- develops pupils' listening skills and concentration.
- increases self-discipline and creativity.
- develops pupils' physical skills and co-ordination.
- enables pupils to create, compose and achieve success at their own level.
- develops co-operation and social skills, as music is often a shared experience.
- fosters an understanding and respect for different musical traditions and styles.
- encourages a life-long interest in and enjoyment of music.

#### Planning in Music:

Music is planned by the Music Specialist Teacher, following the Music Programmes of Study. Foundation Stage units introduce the key musical elements and skills. Years 1 to 6 are taught on a one-year cycle of units which cover the full range of musical skills and show continuity and progression throughout the school. Links with other curriculum areas are made when appropriate. Medium term planning is shared with class teachers. Short term planning is shared with all TAs who support in lessons.

#### The Teaching of Music:

The predominant mode of working in Music is whole class teaching and co-operative group work. Music is taught through a combination of specialist teaching and integrated activities:

- The Music Specialist Teacher works with each class for an hour per week.
- Skills in performing are developed through singing assemblies, concerts, productions and special events.
- Peripatetic Music Teachers visit the school weekly to offer instrumental tuition to pupils between Years 3 and 6 in woodwind, brass, drumming and strings.
- The school orchestra is led by one of the Peripatetic Teachers.
- The school choir is open to any pupils wishing to join in Years 3-6 and rehearses each week.
- The school staff choir is open to any staff member. We rehearse each week and perform in whole-school concerts.
- Musicians who visit the school as part of assemblies and cross-curricular work.

- Musical extracts, which are listened to in the classroom to enhance topic work.
- Extra-curricular Musical activities led by outside providers: On the Stage, recorder clubs etc.

Excellence and enjoyment of Music is also celebrated during the year in the following ways:

- The Harvest Festival
- The Key Stage 1 and FS2 Christmas Productions
- Whole-school Christmas celebration
- The annual Music Concerts, which feature the choir, orchestra and instrumentalists.
- Presentation of Music exam certificates in assemblies.
- Tweets

The role of the Subject Leader is to:

- Take the lead in the development and implementation of policies and practices, which reflect the school's commitment to high achievement through effective teaching and learning.
- Have enthusiasm for the subject, which motivates and supports other staff.
- Monitor progress and evaluate the effects on teaching and learning.
- Ensure continuity across the subject through choosing the appropriate sequence of teaching and setting clear learning objectives.
- Take responsibility for the purchase and organisation of Music resources.
- Keep up to date with the development in Music education and communicate this information to colleagues as appropriate.
- Develop effective links with the local community.
- Be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.

Assessment and Recording:

Most of the work carried out in Music is of a practical nature and therefore much of the assessment is through discussion during work in progress and teacher observations. Pupils will also be encouraged to appraise their own work and that of others. Recordings are used to enable pupils to evaluate their performances and compositions more effectively. Occasionally, work is recorded in written form, graphic scores or pictorial responses to heard music. From Y2 upwards, each child has a music folder for their completed work, which moves up through school with them. A variety of feedback methods are used: verbal, written, whole-class, individual. Work is celebrated through displays, videos, Tweets and live performances. Assessment results are recorded on Sonar. .

Reporting to parents is carried out annually through a written report. Those pupils receiving additional instrumental tuition also receive a written report prepared by their Peripatetic Teacher at the end of the year.

Differentiation and Special Needs:

Differentiation is used to ensure that the curriculum is challenging to pupils of all musical abilities. The Music Specialist Teacher works closely with TAs supporting SEN pupils to ensure that all children can access, enjoy and succeed in Music sessions.

Equal Opportunities:

Equal Opportunities in Music reflect the whole school policy in detail and spirit. We are committed to the pursuit of equal opportunities for all, regardless of social, ethnic and cultural origins, gender, physical and mental ability, and an atmosphere of mutual respect is encouraged at all times. Our choice of songs, listening materials, visiting musicians and musical instruments contributes to a positive understanding of racial equality and ethnic and cultural diversity.

*Appendix 1:*

Jesse Gray Primary School: Music Scheme of Work

	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	Exploring Listening & Copying	Exploring Sounds	Beat and Rythm	Animal Music	Using Sound Expressively (Art)	Space Music	Hand Drumming
	Exploring Dynamics						
<b>Spring</b>	Exploring Duration	Learning About Instruments	Using Sound Descriptively (Weather)	Beat and Rhythm	Notation	Songs	Stave Notation
	Exploring Tempo						
<b>Summer</b>	Exploring Pitch	Long and Short Sounds	Exploring Pitch	The Pentatonic Scale	Accompaniments and Performance	Notation and Composition	Performing Together
	Exploring Timbre						

*Units may be covered in different terms within a year*