

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## MUSIC POLICY

At Mottram, we strive to cultivate a real enjoyment of Music and aim to deliver high quality Music teaching, supporting and encouraging all children to achieve their full potential. We believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world.

### Music Definition for Pupils

Music is making sounds with voices or instruments to express feelings and ideas.

We learn to listen carefully, perform using our voices and instruments, and create our own music through composing and improvising. We also learn to talk about music by listening to different styles and pieces from a variety of cultures and times.

### Aims

- To enjoy listening to a wide range of music from different times and cultures.
- To perform with confidence and enjoyment.
- To sing with confidence and enjoyment.
- To develop composition and appraising skills.
- To develop a musical vocabulary with which to evaluate the music listened to.
- To provide a range of musical opportunities.
- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

### Implementation

We have planned our Music curriculum to incorporate the strands of: Singing, Listening, Composing, Musicianship and Performing. We use Charanga as a tool to support the teaching of these skills.

In Key Stage 1, children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions,

with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

In Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Children are taught to sing a wide-ranging variety of songs and to use their voices expressively. They have the opportunity to play tuned and untuned instruments with increasing control and rehearse and perform with others, with an awareness of audience.

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways.

All pupils are given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Children will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Children are given opportunities to learn a musical instrument as part of a whole class provision. In addition, opportunities are available to learn in small groups or individually with peripatetic tutors.

### **Role of the Subject Leader**

The Music Subject Leader has the responsibility of overseeing Music within the school including:

- Leading the writing, implementation, monitoring and evaluation of the policy and the curriculum.
- Monitoring the overall structure of the Music curriculum.
- Ensuring appropriate resources are available and updating them within the limits of the budget and according to needs.
- Keeping up to date with developments in the subject and disseminating information to staff.
- Providing support and guidance to staff as needed.
- Attending courses relevant to professional development within their role as subject leader.

## **Monitoring**

Monitoring the overall structure of the Music curriculum is the responsibility of the subject leader.

The quality of teaching, provision and outcomes will be monitored through the school's usual processes, including lesson observation and pupil voice.

## **Assessment and reporting**

Assessments are recorded in the Balance assessment tool. Attainment and effort grades for Music are included on each child's end of year report to parents.

## **Professional development and responsibilities**

Each class teacher is responsible for the delivery of the Music curriculum and overseeing the pupils' progress. In line with school priorities, teachers are provided with opportunities for development and training in connection with this subject area as appropriate.