

Meltham CE (C) School



Music Policy

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Approved by:	P White: Chair of Governors		
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1.0 Aims

- To create a high-quality consistent approach to music teaching and learning across school
- To give every child access to a broad, balanced and creative curriculum with practical, progressive musical experiences which are enjoyable, varied and stimulating.

2.0 Roles and Responsibilities

2.1 The Governing Body

Governors have overall responsibility for the quality of music provision in the school.

2.2 Senior Leadership Team

The SLT has responsibility to ensure the music policy is implemented throughout the school through work scrutiny, lesson observation and discussion with pupils.

The SLT also monitors and evaluates the impact of policy development on the quality of learning, reviews the teaching of music in light of new developments and initiatives and deploys staff to ensure that the quality of provision is secure..

2.3 Subject Manager

The Subject Manager has responsibility for improving the standards of teaching and learning in music to impact on pupil progress by means of:-

- Writing and updating the music policy
- Providing advice and encouragement regarding the teaching of music.
- Auditing and monitoring music resources.
- Monitoring and reviewing the teaching and learning of music.
- Attending courses, network meetings and disseminating information.

- Overseeing extracurricular activities, concerts, instrumental and First Access lessons.
- Reviewing strengths and areas for development through the School Music Education Plan
- Liaising with Musica Kirklees and the Music Education Hub

2.4 The Role of the Classroom Teacher

Classroom teachers have responsibility for

- implementing the music curriculum according to the policy document
- ensuring high standards of teaching and learning within the classroom.
- assessing pupil learning and setting appropriate targets to ensure progression in music
- ensuring music is accessible to all pupils through differentiated activities and appropriate support.

3.0 Policy

3.1 Purpose of Music Education

Music is a unique way of communicating that inspires and motivates children. It is a vehicle for personal expression and it plays an important part in personal and social development. The school provides numerous opportunities for all children to play, sing, create and enjoy music, develop skills, to appreciate a wide variety of musical styles and genres and to begin to make judgements about the quality of music.

3.2 Teaching and Learning

In school, the music curriculum is based on the National Curriculum and the National Plan for Music. It is supported through schemes of work from Charanga which incorporates elements of the Model Music Curriculum.

In-class music teaching has practical music making at its heart; Performing, Composing, Listening and Appraising are taught in an integrated way with sound as the predominant language.

- Children are given opportunities to
 - learn in a variety of ways by performing and composing music by themselves, in groups and as a class.
 - express themselves creatively and to develop their musical skills through an understanding of the inter-related dimensions of music - pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
 - develop skills in both listening and appraising and to evaluate their own and others' compositions and performances.
 - develop an ability to read and write music using musical signs, symbols and staff notation
 - develop an appreciation of music created by their peers, visiting musicians and the music of great composers and cultures across time, styles and genres
 - develop their overall, confidence, self-esteem, creativity and resilience through musical activity.
 - discover how music is produced, for example, through the use of instruments, musical processes and technology

- Children's achievements in music are promoted through a variety of performance opportunities within school and the wider community.
- The content of the programmes of study is implemented mainly through Charanga. The teaching of music is based on these schemes of work that are progressive and build on previous work and experiences.
- The teaching of music in Foundation Stage allows children to explore music through the Creative Development area of learning through singing, role play, story, dance and movement. They have daily access to a range of percussion instruments and sound makers.
- The school has a very healthy and broad First Access (Wider Opportunities) programme that provides whole year groups with the opportunity to learn a musical instrument.
- Outside musicians are regularly invited to perform to the children to give them an experience of live music and professional musicians. These also include 'role model' visits from pupils from Holmfirth and Honley High Schools and teachers from MUSICA Kirklees.

3.3 Instrumental lessons, Extra-Curricular & Ensemble Opportunities

- Children have additional opportunities to develop their understanding of skills in music through extra-curricular activities provided by the teaching staff. These include the School Ensemble, Choir and Recorder Club.
- Peripatetic instrumental lessons are provided through MUSICA Kirklees. This partnership allows for further instrumental progression with opportunities available for years 2, 3, 4, 5 and 6 in keyboard, woodwind, upper and lower string, percussion, guitar and brass.
- MUSICA Kirklees also offer numerous ensemble opportunities through five music centres which the school actively promotes and encourages pupils to attend when ready. Families make a financial contribution for these lessons and ensembles with subsidies for families on low income or for Children Looked After.

3.4 Assessment, Recording & Monitoring

- Music is assessed and recorded in a musical way through the use of audio and video recordings. Where it is practical, samples of work are kept that show progressive standards throughout the musical journey of the pupil. Digital recordings are also used when appropriate to record work in progress as a valuable tool for improving compositions and performances.
- Children demonstrate their ability in music in a variety of different ways. Teachers assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress.

- Pupils also develop their own skills to make judgements about how they can improve their own and others' work. This ensures that it is clear to each pupil the next steps they need to make further progress and increase the quality and depth of their music making.
- The music subject leader monitors, looks at and listens to examples of children's work and speaks with children from each year group in order to monitor the expected levels of achievement in school.
- Pupils having individual or small group lessons are also assessed through instrumental schemes provided by MUSICA Kirklees including external grades exams by national boards such as ABRSM, Trinity Guildhall and Rock School. These Pupils are also issued with annual music reports by MUSICA Kirklees. Instrumental teachers also undertake performance management as part of the MUSICA Kirklees quality assurance process.

3.5 Resources

- Resources are monitored annually by the music co-ordinator. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.
- Music resources are mainly located in studio 1. These resources include a drum kit, African drums, hand chimes, keyboard, recorders, ukuleles and a wide variety of tuned and percussion instruments that are stored in labelled cupboards.

4.0 Appendices

4.1 Current whole class music provision

- Year 2 pupils learn to play the recorder (taught by school staff).
- Year 3 pupils learn to play glockenspiel (taught by school staff).
- Year 4 pupils learn African drumming. (taught by MUSICA Kirklees).
- Year 5 pupils learn Samba instrumentation (taught by MUSICA Kirklees).
- Pupils that show a strong interest and/or strong ability are encouraged to progress into small group/instrumental lessons and ensembles.