



Ashton West End Primary Academy

Music Policy

Vision:

In our multicultural and eco- friendly school, we celebrate differences and encourage mutual respect. We support each other and our community to work together and take pride in the things we do. We demonstrate perseverance, inclusion and respect. Everyone is welcome!

Mission Statement:

‘Today I am proud of my school,
tomorrow my school will be proud of me.’

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: July 2022)

Aims and Objectives:

The National curriculum aims for Music are:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning:

Music takes place regularly within each class' timetable. Our music is primarily taught in class lessons with the class teacher, using the internet music scheme – 'Charanga'.

The children are given the opportunity to learn and sing songs and play instruments with increasing confidence throughout their time in school. This is mainly achieved through whole class lessons where they will be given opportunities to work individually, with a partner, in a group or as part of a whole class. They have the opportunity to respond to a variety of stimuli with increasing independence and creativity and explore their thoughts and feelings through responding to a variety of music from different times and cultures. There are opportunities to use ICT in music lessons to create and record their work.

Year 3 and Year 4 pupils are taught samba, alongside their class teacher, by a member of the Tameside music support team, who comes into school once a week. The samba teacher also teaches the Year 5 and Year 6 children who are members of the school samba band.

There are opportunities throughout the year for the children to share their learning, in the form of assemblies, celebrations and performances that occur throughout the school year.

Curriculum Planning:

We recognise that Music is a subject in the National Curriculum. The school uses the National Curriculum scheme of work for Music as the basis for its curriculum planning and also the online music scheme – 'Charanga'.. Our long-term school overview shows the coverage of the music units from the 'Charanga' scheme for each year group. Using 'Charanga' and the national curriculum, the subject leader has created schemes of work to ensure coverage and to support teachers when creating medium term plans.

The 'Charanga' music scheme supports all teachers in the delivery of the National Curriculum, especially those who are non- music specialists. The scheme is divided into six different units for each year group and the class teacher can also augment these with songs and activities from the 'freestyle' area. Each unit has Listening and Appraising, Musical Activities, Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition and Performing elements.

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Music is taught in the reception classes as part of the topic work covered during the year using the EYFS curriculum. Music is important in both the Communications and Language element and the Expressive arts and design element in the EYFS curriculum. Using songs helps with listening and memory skills, with patterns and rhymes. Children playing instruments allows them to explore different materials and other ideas about the world around them. Music also helps with turn taking and most important of all having fun!

Contribution to the other curriculum areas:**English:**

Our music curriculum contributes to the teaching of English as it allows the children to develop and apply their skills in reading and speaking and listening by discussing the meaning (inference and deduction) of lyrics and giving their opinion on various songs.

Maths:

Our music curriculum contributes to the teaching of mathematics when using chants and rhymes. We look for patterns in maths and music when teaching rhythms. The children learn to find and count the beat and then divide the beat into smaller parts in rhythm games. Learning musical notation means the children apply their mathematical knowledge – counting and pattern findings.

Science:

Music contributes to the teaching of science. For example when exploring materials and their properties in Y2 and in Year 4 when the children study the topic of sound. Their earlier exploration of instruments is built on as they find out about how sounds are made and how vibration of an instrument (eg a chime bar or an air column in a recorder) creates the musical note.

History:

Through music, the children learn about the different periods of music and also the different composers and when they lived. An integral part of each Charanga Unit, involves pupils listening to pieces of music from different eras and appraising them.

RE:

Songs are used at different celebrations throughout the school year and through these the children learn about other religions. The inclusion of celebratory songs supports our school ethos and pupils have a chance to perform for the school and the wider community.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in music lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Assessment for learning:

Assessment takes place by the teacher each lesson and then by using Target Tracker statements at the end of a music topic. Pupils are assessed on the National Curriculum skills of listening and appraising, using their voice, understanding and using technical language and playing and performance.

Resources:

There has been an audit for music in the summer term 2019. Music resources are kept in the storage area between the Year 3 classrooms. The Academy own a large range of Samba instruments which enable two classes to learn Samba at any one time. There is also a full class set of Glockenspiels to support the Charanga lessons on using notation when in KS2. EYFS have their own suitable range of musical instruments which are stored in the EYFS unit.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal: The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader: The subject leader will support the staff with delivering the music curriculum and organising any CPD needs that the staff have. The subject leader will also ensure that resources are audited and ordered as needed in order for the staff to deliver the music curriculum.

Monitoring and review:

The subject leader will monitor teachers long term plans to ensure that all of the music objectives are being covered. Lesson observations and lesson drop-ins will be undertaken to ensure that delivery is of a high quality and to ensure that the planning is being implemented in the classroom. Also the music subject leader will drop in assemblies when these are relevant to music.