



# Music Policy

## Review: January 2024

- Teachers plan from the Implement document (Sequence of Learning) (see appendix)

### **Knowledge, Skills and Understanding**

- Children will develop musical and technical skills through a variety of activities and the use of a range of resources
- Children will experience different instruments during their Herrick journey: ocarinas, recorder, ukulele, djembe drums. These may be replaced with other instruments taught by external agencies the school appoints
- Children will develop an understanding of the musical elements and their use
- Children will build a musical repertoire and acquire technical vocabulary
- Children will develop knowledge of music of different times, places and cultures;
- Learning experiences will involve listening and appraising, singing, composing and performing

### **Planning**

- Units of work and instrumental programmes will be both age-appropriate and engaging, providing a diverse and progressive musical learning journey for children at Herrick
- Children will be encouraged to evaluate their own and others' performances and work

### **Differentiation**

- Where appropriate, open-ended activities will be utilised to allow for differentiation (e.g. composing sequences, improvising melodies)
- Individual children or small groups may be given opportunities to develop skills away from the main music session, with support if appropriate

### **Extended Curriculum**

- Children will be encouraged to engage in musical activities beyond the classroom, e.g. lunchtime clubs (singing, hand bells), visiting tutors, external events, links with Soar Valley Music Centre

### **Documents used**

- Charanga – for years 1 to 6 inclusive
- Out of the Arc music programme for all Year Groups

### **Community Links/Out of Class Activities**

- There are opportunities during the year for children to perform to parents e.g. Harvest, Diwali, Christmas and Leavers' concerts, involving singing, dancing and some instrumentalists;
- Peripatetic teachers from Leicestershire Arts in Education can provide weekly instrumental lessons as required for Key Stage 2 children and instrumental tuition is also available
- There may be occasional performances for the children by visiting musicians, and Year 6 children get involved on an annual basis with the *Orchestra Unwrapped* programme at De

## **Equal Opportunities and Differentiation**

- Equal access to the music curriculum entitlement for children who have learning difficulties or who are highly able/motivated (gifted and talented) is ensured by providing differentiated experiences, open-ended experiences, stepped tasks and extended curricular activities, as appropriate
- Music's unique ability to cross language barriers makes it easily accessible to children with English as a second language
- Any special requirements for pupils with visual or hearing impairments or motor difficulties will be addressed as necessary

## **Music Resources**

These are located at various sites throughout the school, and are audited annually.

## **Health and Safety**

- Instruments are put away carefully after each session
- Children, if instructed to move instruments, are taught to take care when transporting them
- Children transporting heavy items will **always** be supervised by the teacher in charge
- Children are taught to handle **all** instruments with care and respect, and not to step over them
- Extra care is taken with electronic equipment, with children's attention drawn to potential dangers from electric sockets, plugs, cables and the misuse of equipment
- Steps will be taken to ensure hygienic use of blowing equipment, such as recorders

## **Assessment and Record Keeping**

- Class and group assessments will be made by class teachers. These will be built into planning where appropriate
- At the end of each term, children complete an online Lumio assessment
- Subject Builders are used to ensure all children are secure with key knowledge at the end of each phase
- Teachers complete a termly grid which links units completed to a strand from the National Curriculum

## **Monitoring and Evaluation Procedures**

- The Subject Lead will carry out evaluations during an academic year and share findings

## **Roles and Responsibilities**

- The Headteacher will ensure the subject leader is working in accordance with the post-holder's job description. They will ensure that the policy is used by all staff, and is regularly updated
- The Music Leader will work alongside the Head to ensure progression in Music. S/he is responsible for the maintenance of the Music equipment and the purchase of new resources. S/he will keep up to date with developments and, as far as possible, be a resource for the teaching of Music within the school

