



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

