

Grindleford Primary School

Music Policy

Review Date	Changes Required	Name & position
September 2022	New policy	Kate Gemmell - HT
January 2025	Reviewed	Kate Gemmell - HT
January 2027		

This document is in line with the 2021 Model Music Curriculum: Key stage 1 and 2, which has been provided by the DofE. The Model Music Curriculum is in place to provide a universal provision of music education.

The importance of music

At Grindleford primary school, we intend to broaden and increase the opportunity for music making for all children within the school, regardless of the background or personal circumstances, and to raise the standard of music provision to the highest levels possible. We are also supported by the Derbyshire music education hub, who can provide a wide range of financial subsidies and instrumental loans.

The aims from the national curriculum are to ensure that all pupils:

- 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

Curriculum planning overview.

We have recently had an overhaul of the long-term curriculum combining previously used resources, professional experience and inspiration from the Kodaly method. The units are organised on a two-year rotation to avoid repetition of activities yet include clear opportunities for consolidation of clear concepts.

At Grindleford, music lessons are planned and delivered by a music specialist in each class, with the hope of teaching staff to take on this scheme of work in the future. We use a mixture of Music Express and Inside Music to develop an understanding and enjoyment of creating music.

We aim to encourage the children to control sound, through singing, playing and performing. Alongside the class music lesson, our aims are also developed through singing assemblies for all, weekly choir for those who choose to join, peripatetic lessons for individuals who choose this option and class instrumental lessons delivered to Y3-Y6.

EYSF-Y2 also have access to instruments in their music lessons, and a music station has been provided for the free-flow outdoor area.

Our aims

We aim to showcase the talents of the children at various points in the academic year. and use music to enhance learning across the curriculum.

We will enable children to develop their musicianship to enhance their personal, social and emotional skills and to enjoy performing to a wide range of audiences and their peers.

We strive to provide regular instrumental tuition through peripatetic music tutors that come into schools to see children individually and also through class instrument/ensemble tuition.

EYFS/KS1

The scheme of work (Music Express) that we use provides teachers with week-by-week lessons to deliver, for a specialist or non-specialist teacher. This also provides lesson plans, assessments and clear progression. The scheme supports the requirements of the national curriculum and is in line with published Ofsted guidance.

Outside, we use a musical station for early years as part of their free-flow play, and singing games and rhymes are used widely and appropriately within all of their learning.

KS2

Again, the scheme of work used in KS2 (Inside Music) provides teachers with week-by-week lessons for either specialist or non-specialist teachers. Lesson plans, assessment and progression is also provided through this scheme. This scheme supports the requirements of the national curriculum and is in line with published guidance.

In class two, this scheme is also enhanced with class instrumental lessons on handbells and recorders. These are run on a two-year cycle.

In class 3 this scheme is enhanced with class instrumental lessons on ukuleles and flutes. This is also run on a two-year cycle.

Equal opportunities/SEND

Music is a subject that should be accessible to all pupils, and for children with SEND, can be a fantastic opportunity. Music can be used for open ended activities, providing opportunities to problem solve, to work independently or as a group. It can be accessed by children who suffer from physical, social and emotional issues, and can promote their confidence in their abilities. At Grindleford, we will strive to ensure that all our children with SEND will have every opportunity to join in with all parts of music, in the forms of instrumentation, performing and composing.

Assessment

Assessment is an ongoing process based on observation of the children working and discussion with the children. The children are also encouraged to self-assess and peer assess to further their knowledge and understanding. Staff will assess each week on paper format to make sure each child is working towards the expected targets. Evidence is based in the forms of sound, video and photographic evidence which is then kept on the staff drive in a music file. Paper evidence can be found in their workbooks and display work.

Music across the curriculum.

Music can be linked to many other areas of the curriculum. These include:

Literacy - through discussion of vocabulary, the use of pulse and rhythm in poetry and the stimulus behind creative writing and drama.

Maths - the sequence, symmetry and structuring of music, the use of patterns, counting and time. Studies have proved that there are strong links between maths and music.

Science - How sounds are made, how they travel and how they are heard

Computing - recording sound, using electronic sound sources and music software

History - Music that celebrates and commemorates events and traditions and listening and exploring music from the past.

Geography - Exploring music and instruments from around the world and looking at the similarities and differences and exploring why.

RE - Songs, music and instruments from different religions

PE - Music for movement and dancing

PHSE - emotional responses to different stimuli

Art - using art and DT as visual stimuli and representing music through art forms.

Music also contributes to the key skills of listening, memorising, communication, language, co-ordination and sequencing. Music develops social skills and is important to the spiritual and cultural growth of our pupils.

Health and Safety

Pupils will be taught the correct way to carry and store all musical equipment and instruments. They will be stored in a room that is used for music making, at safe heights for the children.

The children will also be taught how to hold and play the instruments correctly to avoid injury.

Any instruments that are blown into will be suitably disinfected. In the case of class flutes and recorders, each child will be assigned an instrument that they take home and agree to only use themselves.

Electrical safety will be maintained, through pat testing each year. It is important that teaching staff monitor and control the use of electrical equipment.

Resources

In recent years the school has purchased a class set of Ukulele and flutes for class 3 for class instrumental learning, class sets of handbells for instrumental learning in class 2 and class sets of chimes, wacka tubes, shaky eggs and kazoos for class 1. These have been added to the school instrument inventory. For any instrument taken home, an agreement must be signed by parents agreeing to the responsibility of damage and replacement at the stated value on contract.

Professional development

Opportunities for development are provided through the Derbyshire music hub, including days off site and webinars. Cluster meetings with local schools are also carried out to discuss the progress of music making in the area.

Signed Headteacher

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Signed Chair of Governors

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