



Kirkstall St. Stephen's

Music Policy

April 2020

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

KIRKSTALL ST. STEPHEN'S PRIMARY SCHOOL
MUSIC POLICY APRIL 2020

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KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected. We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience. We are children of God – we recognise the value of each and every individual, encouraging everyone’s unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children’s growth as a tree planted firmly into God’s sustaining love and rooted in our school values of trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3: “They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.”

Rationale

At Kirkstall St. Stephen’s Music is encouraged as an integral part of our lives. It is valued as a powerful and unique form of communication that may influence the way pupils think, feel and act. As a vehicle for personal expression it promotes emotional development, encourages creativity and thereby makes a valuable contribution to the wider curriculum. It builds self - respect and supports the development of self control and positive social attitudes. At Kirkstall St. Stephen’s children listen to, create, play, perform and enjoy a wide range of music; children develop skills to appreciate different musical forms and begin to make informed judgements about the quality of music. Music reflects culture and society, and opportunity is provided for a range of culturally and historically diverse musical experiences which help build understanding of the context of Music making. Musical activity can originate in singing games; songs of local, cultural or historical interest; music for celebrations, worship and festivals; composition or rehearsal for school performances and from the opportunity to hear live performances.

Objectives

As well as fulfilling the requirements of the National Curriculum, Music at Kirkstall St. Stephen’s aims to develop;

- pride in a sense of individual and collective achievement
- aesthetic appreciation and discrimination
- listening skills and a sensitivity to sound
- imagination and inventiveness
- intellectual and artistic skills

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- the ability to analyse and solve problems
- the ability to see through to a successful conclusion the creation, refinement and presentation of a piece of work of high quality
- communication skills (verbal and non-verbal)
- social skills such as leadership, co-operation, tolerance and self-evaluation, self-motivation, self-discipline, self-analysis
- an awareness and appreciation of a wide range of cultural traditions.

All children should have the opportunity of;

- performing music in various ways- singing, playing and dancing,
- sharing their development expertise with other children in school, parents and the wider community,
- acquiring a basic knowledge of all musical elements - rhythm, dynamics, pitch and tempo,
- making simple musical decisions about the music that they hear or play based on their growing knowledge of the musical elements mentioned above,
- listening to many sorts of music, including from the twentieth century, ethnic, popular and classical music.

Equal Opportunities

Music provides an excellent opportunity to heighten understanding of other people through an understanding and appreciation of the music of other cultures and traditions. As in all other areas of the curriculum, all children have the opportunities to experience and participate in all aspects of Music.

At Kirkstall St. Stephen's, Music will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching. We look for opportunities to extend learning beyond the classroom as much as possible for all pupils.

Equal Opportunities is a cross curricular theme that permeates all subjects and there are many ways in which this will happen in school through Music. Although class work will be taught to allow all pupils to fulfil their potential, small extra-curricular teaching is offered for children to maximise their enjoyment and learning of Music.

Every opportunity will be taken to encourage **all** children to consider themselves and other people as individuals not categories with shared goals, attributes and abilities. All pupils will be given equal opportunity to fulfil their potential within Music regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability).

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Special Educational Needs

When teaching Music, we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We also take into account the targets set for individual children in their Individual Education Plans (IEPs).

Children with special educational needs will be included in Music activities. All children will be encouraged to participate as fully as possible and lessons will be taught using the principles of equality so that individuals regardless of their ability or disability can participate and achieve.

Children working at greater depth will be provided with differentiated tasks and challenges in order to test their skills and enable them to fulfil their potential in Music. As part of a broad and balanced curriculum, Music allows for creative talent to be enriched and celebrated.

Through training and guidance, we maximize the effectiveness of Teaching Assistants in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planned learning before the lesson.

Provision

Main aspects of Music;

- * controlling sounds through singing and playing-performing skills
- * creating and developing musical ideas-composing skills
- * responding and reviewing-appraising skills
- * listening and applying knowledge and understanding

- At Kirkstall St. Stephen's, musical activities take the form of individual, group and class activities as appropriate. Teachers choose between a blocked weekly Music lesson and regular short Music sessions. All children are given clear learning objectives and success criteria which are based on key skills in Music. They evaluate their work and build a learning dialogue which helps to accelerate progress.
- Music is a foundation subject of the National Curriculum; whole school provision is planned in line with the Programmes of Study outlined in it.
- Music teaching in KS1 often links with cross-curricular themes. Key objectives from the National Curriculum 'Knowledge, skills and understanding' programme are taught through 'Breadth of study' objectives, to ensure a wide range of coverage in Music.
- Years 3 and 4 have specialist teaching delivered by a teacher from Artforms Music Services for a term each in specific instruments involving ukuleles, recorders and percussion instruments.

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- Years 5 and 6 have weekly Music lessons delivered by a specialist teacher from Artforms Music Services working alongside the class teacher for 3 half terms each.
- Each class in Key Stage 1 has a Music Workshop or Performance delivered by the specialist instrumentalists from Artforms Music Services. This supplements Music lessons delivered by the class teacher.
- Up to 10 children in Key Stage 2 take the opportunity to learn violin with lessons delivered by a tutor from Artforms Music Services.
- Visiting performers are organised each year to increase the children's appreciation and enjoyment of different musical styles and instruments.
- Success in Music is also celebrated with live performances for parents during class assemblies, productions or after a period of small group tuition, sometimes in a public arena such as Leeds Town Hall.

Assessment and reporting

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment should be included in planning for Music and should be a natural part of any lesson.

Teachers continuously assess children's performance through observation of work, questioning and discussion. This assessment is linked to learning objectives and key skills for units of work. Parents will be kept informed of their child's progress by;

- Being invited to attend parent's evenings where targets and progress can be discussed.
- Receiving reports in which progress and achievement are stated.
- Attending class assemblies where Musical ability is demonstrated.
- Encouraged to be involved in their children's home learning by supporting their child with creative homework.
- Receiving a half termly class newsletter and a weekly school newsletter.

Cross-curricular links

- Music promotes consideration of the aesthetic elements of life, experienced sensually broadly through sound.
- Personal response to Music allows children to express themselves using a specialist vocabulary; they have to verbalise their response selecting appropriate language and

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using reason and example to justify their view. These skills, developing and using reasoning to present different viewpoints, encourage and support thinking in all other curriculum areas.

- Listening to and appraising Music from different cultures, faith celebrations or traditional secular contexts broadens children's world and cultural knowledge, adding substance to a view of life in different cultures.
- Singing in collective worship is an important aspect of life at Kirkstall St. Stephen's and children are regularly taught new songs and hymns, as well as enjoying performing to a wider audience in Church.
- Singing songs, with attention to clarity of language and meaning, to pulse, rhythm and rhyme, contributes to English and the developing understanding of how language works. Reading, listening and speaking skills are enriched in Music.
- The use of symbols to show Musical elements develops understanding of non-verbal methods of communication, performed music itself being the highest form of non-verbal communication.
- Musical structure, patterns and tempo support understanding of elements of pattern and process in Maths.
- ICT supports the teaching of Music in the use of the interactive whiteboard for resources, use of a CD player and recording equipment. Children may record their work using audio and video technology, and work may be posted on the school website.
- Spiritual, social, moral and cultural development is supported by Music. Listening, creating and performing Music engages children emotionally and spiritually. Time for reflection and commenting on thoughts and responses, is encouraged in Music contexts in school. Children are taught to value and respect the instruments as well as the work they do with them: sharing and caring for whole school property fosters positive attitudes to the school community.
- During compositions, pupils are working with others through collaboration, problem solving, negotiating ideas, tasks and evaluations.
- Pupil-led learning takes place through discussion and suggesting starting points, resources and evaluation of work as it progresses.

Resources

- A mobile instrument trolley is stored in the hall and should be accessed appropriately, children being taught these procedures to ensure care of the resources. CDs and a piano are also stored in the hall. Reference books, songbooks and more delicate instruments such as bells and sound effects equipment are stored in the teacher's workroom. Some classes have their own small collection of instruments.

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- A full list of Music resources can be found in the Curriculum Resources File in the Staff Room and is distributed to all class teachers.
- Displays of musical instruments and reference materials from our library can provide stimulation for learning in other areas of the curriculum such as Science, History and Geography.
- At Kirkstall St. Stephen's, teachers will control and monitor the use of resources during their lessons, but where possible and appropriate will encourage the children to be independent in the choice and management of the resources.
- The Music Subject Leader will ensure that all equipment is kept in good condition and is ready for use at all times. To assist in this, teachers are responsible for alerting the Music Subject Leader to any problems with resources so that they can be remedied quickly.
- The Subject Leader will take an annual inventory and use this to update and replace resources when ordering stock. A long-term view of resources will be taken so that the budget can be spent wisely in building up resources to enable the school to offer a broad range of activities.

Governors

The Governing Body is responsible for agreeing and adopting this policy.

- The Governors on the Teaching and Learning Committee will monitor the effectiveness of this policy in terms of raising pupil attainment.
- Staff and governors will ensure the policy is adhered to and revised as appropriate.
- The Governing Body Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.
- They will also ensure there is effective allocation of resources and that the school premises support this policy

Staff Responsibilities

The Subject Leader will:

- ensure all staff responsible for the teaching of Music are aware of the National Curriculum requirements and are equipped in resources and ideas to deliver it
- give advice and support- practically and through the collation of resources for teachers to use

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- manage and maintain resources
- monitor, evaluate, record and report the progress of Music
- review and update the Music policy every two years
- be an exemplar by showing good practice in Music lessons
- develop an informed and in-depth knowledge of the subject area, new initiatives, latest research, available teaching materials etc. that may be of interest or help to the school's Music provision
- raise the awareness of the importance of Music amongst staff, children and parents
- help staff assess their training needs and make arrangements to address these.

The staff will ensure that each child receives their full entitlement to Music and will follow the agreed Music policy. Music is an essential part of the National Curriculum and should be accorded the same commitment as any other foundation subject by both teachers and pupils alike. This also involves:

- returning resources and ensuring the careful storage
- reporting damaged/ stolen equipment
- updating own knowledge of the subject area

Monitoring, evaluation and review

The Music policy will be reviewed every two years. The Subject Leader will develop an Action Plan which is reviewed and updated continuously. These questions will be considered through pupil interviews and lesson drop-ins;

- Is the time allocation for Music lessons correct in all classes?
- Are we making the best use of resources?
- Is there a broad and balanced delivery of the curriculum?
- Do resources meet the need of all learners?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of Music in school at the present?
- What are staff development needs?
- Is Music in school enjoyable?

J. Pickard Subject Leader April 2020

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