



“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”

Horsted School



Music Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

Approved by: Mrs N Hunt

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Last reviewed on:

March 2023

Next review due by:

March 2025



MUSIC POLICY

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (DFE 2014)

Music teaching offers opportunities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations (National Curriculum 2014)

Aims and purpose

At Horsted school, the aim of the music curriculum is to create well-rounded students who have an enjoyment and passion for music, giving them the opportunities to become successful musicians in the following ways:

- Listen to, review and evaluate a variety of music from different genres and periods including Classical, Romantic, Modern and traditional, as well as different cultures such as Chinese, Native American and African music. This exposure to a variety of music allows the children to experience and understand different cultures and time periods. Children are also given the opportunity to listen to live music performed by a full orchestra where the instruments are presented and explained to students.
- Learn to use their voices expressively and with control through whole class singing lessons with a peripatetic teacher as well as opportunities to join choirs where they can develop skills of group singing: learning to blend their voices and listen to others. This is beneficial to their well-being as this gives children a way to safely express themselves, be part of a team and be social. Singing is also used to make links to the local community where children visit local care homes at Christmas to sing carols and Christmas songs. This fosters a connection with those from a different community and shows them the difference they can make in the lives of others.
- Create and compose music in a variety of ways, using both tuned and percussive instruments individually and as part of a larger group. This gives the children opportunities to freely explore instruments, their unique qualities and how they can be layered. It builds their creativity, collaborative, reviewing and improving skills.

- In KS2, every child in year 4 and 5 learns to play the djembe drum through class lessons and children are given the opportunity to learn a range of tuned instruments through individual and group lessons with specialised teachers. These skills enhance their abilities of listening, precision, concentration and understanding notation.
- Explore different elements of music including pitch, dynamics, tempo, duration, timbre, texture and structure. This is built on year by year throughout all music teaching and children use this knowledge and are taught to apply it when composing and performing.
- All children have the opportunity to perform music, ranging from performing compositions to their class, to performing in a concert hall on stage alongside other schools.
- Learn to read musical notation. This, again, is built up through the year groups, starting with pictures, moving to symbols to represent sounds, before starting formal musical notation on a staff.

Expectations:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (DfE 2014)

Organisation and Planning:

Linking with other subjects, music is delivered through our thematic Curriculum where ever possible and links are made across the curriculum within other subjects (please refer to Curriculum Policy). Music planning can be found clearly identified on Long-Term and Medium-Term Plans and embedded within planning. Children build upon prior learning to give a progression through year groups. Children are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by the learning task or activity, the nature of the theme and the resources being used.

Children in the Foundation Stage are given the opportunity to explore and use instruments and to be imaginative through basic and enhanced provision.

Music is also taught and celebrated in other ways at Horsted School. All pupils take part in a singing assembly once a week in Term 2 and Term 4. They have the opportunity to be taught by peripatetic teachers. Currently, Horsted offers djembe drumming to years 4 and 5 and choral singing to years 2 and 3. Pupils also have the opportunity to sign up for individual music tuition for various instruments including guitar, trumpet and clarinet.

Horsted also offers a range of musical enrichment is on offer included two year groups singing at a local Medway music festival, the whole school singing in celebration assemblies for key Christian celebrations, performing djembe drums to parents, singing at local nursing homes and children have the opportunity to join our choir or competition choir. Additionally, all years will show case songs during the class assemblies and Year 6 perform a musical in term 6 for the whole school and parents.

Assessment, recording and reporting:

Each child's performance in Music will be assessed by the teacher using ongoing formative assessment. Formative assessment is ongoing assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Teachers record learning outcomes in a termly assessment tracker on Arbor and summative assessments are recorded. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth

and are based on the child's response to questions and through assessing their performance/composition in the unit of work.

We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

Inclusion and differentiation:

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

The Role of the Subject Leader:

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in music education passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in music, supported by the progression document for music and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to music.
- To monitor learning in music by working alongside colleagues and by viewing children's achievements.
- To organise and liaise peripatetic teachers coming into the school including time slots and spaces available.
- To organise performance opportunities such as the Music festival as well as rehearsals for these.
- To provide care and maintenance of musical instruments including annual piano tuning.
- Running staff meetings to encourage the development of teaching in the teaching of music.
- Organise KS1 CPD with peripatetic teachers.
- Organise music clubs such as choirs for both KS1 and KS2.
- Organise carol singing for local care homes at Christmas.

Resources:

A range of tuned and untuned instruments can be found in the second cupboard of the junior hall. Djembe drums and keyboards are in the junior side of The Hut. KAPOW is subscribed for all members of staff.

Health and safety:

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
about hazards, risks and risk control.

- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.

- to explain the steps they take to control risks.