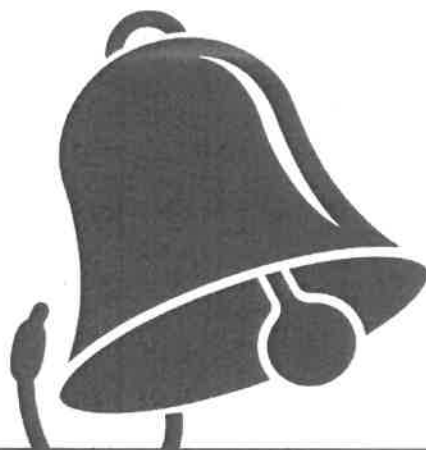


Southam Primary School



SOUTHAM PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Music Policy

Chair of Governors signature *N. Lester*

Headteacher's signature *E. Laps*

Ratified: September 2022

Review: September 2025

Person responsible for overseeing the implementation: Headteacher and Subject Leader



Stowe Valley
MULTI ACADEMY TRUST

Stowe Valley Multi Academy Trust
Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW
Registered in England No: 10445759. A Company Limited by Guarantee Telephone 01926 812560

Southam Primary School Music Policy

At Southam Primary School we pride ourselves on the outstanding curriculum that we offer our children.

Rationale

At Southam Primary School we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

At Southam Primary School we believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves, relate to others and the wider world.

Aims of our Music Curriculum

- *To enjoy listening to a wide range of music from different times and cultures*
- *To enjoy making music based on different times and cultures*
- *To perform with confidence and enjoyment*
- *To sing with confidence and enjoyment*
- *To develop composition and appraising skills*
- *To develop a musical vocabulary with which to evaluate the music listened to*
- *To provide a range of musical opportunities*
- *To encourage awareness, enjoyment and appreciation of Music in all its forms.*
- *To develop imagination and creativity.*
- *To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.*
- *To offer opportunities to perform, compose, listen and appraise.*

Implementation of Policy

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent and to work and think like professional musicians.

The key concepts in music we plan a progression for are as follows:

- *Singing with Expression*
- *Listening Attentively*

- *Composing and improvising*
- *Musicianship and Performance*

Key Stage One

At Southam Primary School during key stage 1 children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects and express opinions about music they hear. Children begin to explore rhythm as a foundation for musical notation.

Key Stage Two

At Southam Primary School during key stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Children begin to develop an understanding of how music is notated.

Singing Expressively

At Southam Primary School children will be able to sing a broad range of songs with increasingly accurate pitch and a sense of ensemble and performance.

Listening Attentively

At Southam Primary School children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will learn that time and place can influence the way music is created, performed and heard also that music is produced in different ways. They will be able to express and justify opinions about music they have heard.

Composing and Improvising

At Southam Primary School children are given the opportunity to experiment and create their own music using tuned and untuned instruments, including their voice. They will use a range of different stimuli to inspire their compositions with an understanding of the mood or purpose of their creation.

Musicianship and Performance

At Southam Primary School children will understand what it is to be a musician. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will start to understand the structure and formal conventions of music as described through invented and standard notations. Children will be provided with opportunities to take part in and observe musical performances using tuned and untuned instruments, as soloists and in ensembles.

Approach

At Southam Primary School music should be taught throughout the school, establishing cross curricular links where possible, e.g. literacy, early years, maths, physical and creative development. As well as music lessons in class, school singing sessions take place weekly. Children are given the opportunity to listen to a range of music as part of their assemblies and in class, alongside hymns and schools songs being sung.

The Headteacher and subject leader lead regular school assemblies which include song learning and music appreciation.

At Southam Primary School we have reviewed our curriculum map to ensure it is well sequenced and progressive. This serves as a base to aid and enhance our teaching of music.

Differentiation

At Southam Primary School children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, choir and instrumental performances in assembly. Peripatetic teachers are used to teach keyboard, piano and guitar lessons in school along side high quality musical instrumental and curriculum delivery from the Warwickshire Music Hub.

Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

Assessment

At Southam Primary School assessment will form an integral part of the teaching and learning of Music. This will be done by observing children working and performing, by listening to their responses and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group.

Resources

At Southam Primary School we have a range of music equipment and resources that can easily be moved around the school. There are a number of tuned instruments and we have a piano in the hall and keyboards available for use. We also have access to digital music software as part of Purple Mash. The school works closely alongside Warwickshire Music.

Progression, Continuity and Differentiation

At Southam Primary School we use a range of teaching and learning styles to meet the requirements of the national curriculum. We place an emphasis on active learning by including children in appraising composing and performing activities. We encourage children to take part in a range of practical activities wherever possible.

Cross-curricular links

At Southam Primary School children music is taught as a discrete subject. However, there are opportunities within other subjects to develop musical skills.

- *Science curriculum (topics on sound and listening)*
- *PE curriculum (dancing)*
- *English curriculum (where it can act as a stimulus but also to develop listening skills.)*
- *RE (listening to sacred music)*
- *Art (as a stimulus for creative work in a different medium)*
- *History (listening to music from the particular time being studied)*
- *DT (Making musical instruments)*
- *ICT (Making sound with computers).*

Inclusion

At Southam Primary School we are committed to providing effective learning opportunities for all children and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all children with the aim of maximising achievement for all children at an appropriate level for each individual.

Teachers will respond appropriately to children' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds.

At Southam Primary School teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

At Southam Primary School we are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children.

Role of Governors

At Southam Primary School children governors determine, support, monitor and review the school policies and curriculum map. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Role and Responsibilities of Music Subject Leader

At Southam Primary School children the music leader has the responsibility of overseeing music within the school including:

- *Formulating and updating the policy when appropriate*
- *Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible*
- *Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs*
- *Disseminating information, as it is received from any external source, to staff and children*
- *Supporting staff with music-related issues when required*
- *Organising extra-curricular trips*

- *Liaising with additional adult helpers who run an extra-curricular music club/help on extracurricular music trips*
- *Managing the budget*
- *Attending courses relevant to professional development within their role as subject leader.*

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy Review: This policy is reviewed every three years.

