

Gretton Primary School
Music Policy (Summer 2024)

1. Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps people understand themselves and relate to others, as well as forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

2. Aims

At Gretton Primary School we aim to develop an understanding of Musical Concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate with enjoyment in the activities of:

- **Performing**
- **Composing**
- **Listening**
- **Appraising**

Through these activities children will develop an understanding of the following musical concepts:

- **Pitch**
- **Duration**
- **Dynamics**
- **Tempo**
- **Timbre**
- **Texture**

3. Teaching and Learning

The school uses the 'Kapow' Scheme of Work to teach music, thus ensuring full coverage of both the Early Learning Goals and the National Curriculum Programme of Study. Wherever possible Music is linked to other areas of the curriculum, particularly Literacy. In KS1 and KS2 music is taught once a week and in the Foundation Stage music forms part of the planned provision for Expressive Arts. Whole school singing assemblies take place each week, during which the children learn and practise singing techniques and a wide range of songs. Songs are often performed during class assemblies which have been learnt as part of their topic work. See Appendix A for details of the school's singing strategy.

4.Planning

Planning is based on the 'Kapow' schemes of work which have been integrated into our school topic cycle, in order to ensure balance and progression and to allow cross-curricular topic links where possible.

5.Monitoring and Evaluation

This is carried out by the Music Co-ordinator, across all Key Stages and includes:

- Reviews of teacher's planning to assess curriculum coverage and progression.
- Monitoring of pupil work and performance by talking to children about their learning.
- Staff meetings to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of link governors in development of the subject.
- Evaluation of extra-curricular activities, e.g. choir, music festivals, events in the wider community.

6.Pupil Assessment

Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for parent discussions and annual reports. Pupils working at, above or below expected standards are recorded on 'End of Term Assessment Summary' sheets.

7.Equal Opportunities

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum.

The needs of all children are recognised and met through adaptive teaching strategies such as:

- Differentiated questioning.
- Differentiated tasks set.
- Appropriate grouping during the delivery of music lessons. This applies particularly to composing tasks and performances.
- Teachers are advised to inform parents if children show talent in Music e.g. recommending peripatetic lessons or attendance to choir.

8.Additional Opportunities

- Peripatetic staff teach lessons weekly to children who request them. Including learning to play guitar, ukulele, flute, saxophone and piano.
- Visiting groups are encouraged, e.g. from local Secondary School and music teachers.
- The Music Co-ordinator sometimes runs a choir for different groups throughout the year. The choir may take part in choral events in the local community.
- KS1 sing and play percussion instruments in their Christmas production and all pupils sing at the Christmas Carol service.
- Year 5/6 perform in their end of year production.
- KS2 children are given the opportunity to attend 'Young Voices,' an annual concert to celebrate singing and music.
- The children that learn an instrument in and out of school and those in the choir are encouraged to share their learning by performing in assemblies and at the annual school talent show 'Gretton's Got Talent'.

- The music played as the children enter and leave assembly is chosen by staff members and pupils. This ensures that children are exposed to a wide variety of music and develops their listening skills and music related knowledge.

9.Resources

Most resources are stored centrally but the Reception class has their own set of percussion instruments for use during child-initiated play. The Music Co-ordinator is responsible for the acquisition, allocation and maintenance of resources but all staff are encouraged to care for them. An audit of resources is carried out annually to identify any gaps, but staff can request resources at any time.

Date: Summer 2024

Next Review Date: Summer 2026

Appendix A

Gretton Primary School

Singing Strategy

1. Ethos and beliefs

At Gretton Primary School we believe that ALL children should have access to good quality singing opportunities every week. We believe that singing is a truly inclusive musical activity that transcends all economical and academic boundaries and that it has a huge benefit on the wellbeing of our children.

2. Aims

Our aims include:

- We will frequently sing in assembly so that all children get to sing regularly in a whole school / key stage community setting
- Staff will join in the singing in assemblies
- There will be a singing element included in all NC music lessons
- Singing shall be encouraged to help explore subject content in all areas of the curriculum
- We will aim to ensure there is at least one singing session per week where teachers help focus the children on high quality singing with references being made to breathing/phrasing, articulation, projection, tone/dynamics etc.
- KS2 students will be encouraged to sing in harmony at least once a week to build in an element of challenge and enhanced enjoyment and musical appreciation of singing in an ensemble (this could be for a dedicated singing group if not for everyone).
- All pupils should be given the opportunity to sing songs in a variety of genres: hymns, musicals, popular, jazz etc. and in a variety of styles: upbeat, slow, lyrical, powerful etc.
- All staff will plan to include singing in their lessons at least once a week
- Singing strategies will be shared regularly by staff during meetings
- There will be a designated after school singing club/choir.
- The school will aim to showcase their singing through participating in school concerts and cluster singing event with local schools and so forth.

3. Resources

- Whole school membership to Sing Up
Kapow - songs related to various topics and lesson plans

4. Extra-curricular groups

- We will try to ensure a music based extra-curricular club is offered every term

5. Events

- Termly - Class Assemblies
- December - Christmas Carol Service
- March - Gretton's Got Talent
- June - Winchcombe School Summer Concert
- July - Eagles Summer Show

6. Acknowledge Challenges and Plans for Development

- Are you engaging all pupils with the materials you are using?
- Are your staff confident enough in delivering singing?
- Are both boys and girls engaging equally in singing / participating in extra-curricular singing?
- Are all staff clear about what 'high quality singing' means?