



Ashmole Primary School

Music Policy

Introduction

Ashmole Primary School recognises that children are musical and creative beings prior to their arrival at school. This development continues to grow and evolve through their experiences and education. We believe that studying music is vital to every pupil's development in order to foster self-esteem, self-motivation, self-belief and self-satisfaction.

"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 self-confidence, creativity and a 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." Music 2014 Curriculum

Aims of Music

We recognise our responsibility to provide an environment in which all children, irrespective of gender, age, ethnicity, socio-economic and cultural background, can participate in musical activities. Our aims are:

To facilitate children's learning, for them to gain confidence and competence through an active involvement in: listening, evaluating, singing, learning a musical instrument, performing, composing and using musical technology.

To ensure every child can access the music curriculum taking into account each child's individual needs and achievement.

To extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places.

To ensure that there are appropriate opportunities for each child to continue learning and developing their musical skills to the next level of musical excellence.

To understand and explore how music is created, produced and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Objectives

To foster awareness and an enthusiasm for music in a modern world that is multi-cultural and technological

To experiment with, and reflect on the creative and re-creative process

To provide a broad, rich and balanced music curriculum which will raise and celebrate the achievement of all children

To encourage ongoing links with musicians from outside agencies

To adequately resource music and explore cross-curricular links where appropriate

To explore how sounds are made and can be organised into musical structures

To show how music is produced by a variety of instruments

To teach how music is composed and written down

To develop the interrelated skills of composition, performance and listening

Provision, Planning and Delivery

Children will be taught musical skills during music lessons.

Children will have the opportunity to develop singing skills, instrumental skills, listening skills, composing, performing and learn to play a variety of instruments throughout their primary education.

Cross curricular links will be made to other areas of the curriculum where appropriate.

To ensure that pupils meet a range of coordinated, progressive musical activities the curriculum will be delivered using the framework developed by Barking and Dagenham Music Service and adjusted for Ashmole Primary School.

Opportunities will be provided for all, extending the gifted and talented pupils and developing basic skills in others. Provision will be differentiated appropriately, by: outcome, task, resource or support.

Pupils will work in groups (same and mixed ability,) individually, or as a whole class.

Extra-curricular activities will be provided where possible.

Opportunities will be developed for partnership with musicians, such as Enfield/ Barnet Music Service, Young Voices and the London Symphony Orchestra.

Opportunities will be developed for showcasing music in school to pupils, parents, and visitors.

Music will play a role in year group productions by close cooperation with year group colleagues.

Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Children have the opportunity to use iPads and computer programmes to compose music and increasingly programmes are used in teaching.

Assessment for Learning

Assessment for learning will be carried out informally throughout every lesson, and in line with the whole school assessment policy; work from each unit of work will be assessed against the Unit learning objectives. Formative assessment will be carried out by performance, response to activities and questioning. Evidence will be collected by: photographs, performance recordings, and keeping graphic work in year group portfolios.

Wider Opportunities

We aim to provide a broad and rich music curriculum which all children are entitled to. During a child's time at school we aim to provide them with opportunities to:

- Experience performing in a large concert venue
- Experience a Whole Class Instrumental Programme; working with a specialist instrumentalist during a recorder project.
- Take part in a project which spends a concentrated amount of time in developing singing skills.
- Listen to groups of musicians, showing a range of different types of classical instruments, and have the opportunity to have a „hands on“ session with the instruments.
- Experience musical styles from a multi-cultural world.
- Pay for instrumental lessons from peripatetic teachers employed by Ashmole. We will advertise this service to children by discussion and concerts and parents via the newsletter, notice boards and leaflets.

Clubs

We feel that in order to fulfil, support, deliver and encourage a broad rich creative experience, extra-curricular activities need to be provided. The enthusiasm, talent, staff skills and commitment determine the extra-curricular activities.

Monitoring and Review

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

Keeps informed about current developments in music

Gives the Head Teacher a summary report in which they evaluate the strengths and weaknesses in music and indicate areas for further improvement

Uses management time to review evidence of the children's work.

September 2023

To be reviewed September 2024