



VALLEY INVICTA
PRIMARY SCHOOL AT
LEYBOURNE CHASE

Music Policy

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Music Policy

Introduction

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 to 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.

At Valley Invicta Primary School at Leybourne Chase we aim to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.

(As outlined in the 2014 National Curriculum.)

Music curriculum intent, implementation and impact

The intent of our Music curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in this subject. The subject leader has identified key intentions for our computing curriculum. These are:

Intention 1: To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved wellbeing.

Intention 2: To promote a love of music and singing across a broadened curriculum.

Intent	Implementation	Impact
To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.	Pupils at Leybourne Chase will have: A clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Teaching and learning should show progression across all key stages within the strands of music. Children get access to being taught by real musicians. Professional musicians with teaching experience to work with Year Four.	Children will achieve age related expectations in music at the end of their cohort year. Children will retain knowledge that is pertinent to music. Children will have the opportunity to foster their instrumental flair and use



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	<p>Peripatetic teachers to come into school and teach individual instruments to those children who wish to earn them.</p> <p>A love of playing an instrument promoted and encouraged in their ability to do so as a form of expression.</p> <p>Children will access extra-curricular musical participation in opportunities such as choir, singing in the local community and Young Voices</p> <p>Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatened.</p> <p>All children get experience of performing to a wider audience. Children will be aware of opportunities</p>	<p>this as a form of expression.</p>
<p>To promote a love of music and singing across a broadened curriculum.</p>	<p>Pupils at Leybourne Chase will have:</p> <p>Access to extra-curricular musical participation opportunities such as choir, singing in the local community and Young Voices.</p> <p>Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatened.</p> <p>Musical opportunities will be displayed in school and a whole school choir competition will be promoted and participated in.</p> <p>All children get experience of performing to a wider audience. Children will be aware of opportunities available and possibility of accessing them.</p>	<p>Children will participate in wider musical activities.</p> <p>Opportunities for improved well-being and confidence will be increased.</p> <p>Children will gain wider audience performance experience.</p> <p>Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.</p>

The Teaching Sequence in Music

At Valley Invicta Primary School at Leybourne, Music is taught every week throughout the academic year. Every year group's units of work must include:



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<p>Teaching Sequence in Music:</p>	<p>Big picture: Look at and recap previous knowledge/skills that a relevant to the new learning.</p>	<p>Pedagogical approaches used in Music:</p>	<p>Behaviourism</p>	<p>Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.</p>
	<p>Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work.</p>		<p>Constructivism</p>	<p>Enquiry-based learning</p>
	<p>Consistent opportunities to listen to and appraise a wide variety of musical genres.</p>		<p>Social Constructivism</p>	<p>Teacher modelling; questioning; mix of individual, paired and group instruction</p>
	<p>Consistent opportunities to perform, using voices and a wide variety of musical instruments.</p>		<p>Liberationism</p>	<p>Pupil-led learning; opportunities to showcase learning</p>
	<p>Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition.</p>		<p>Learning, Working and talking about Computing:</p>	<p>Being introduced to the key vocabulary that a musician would use; defining the key vocabulary that a musician would use; high expectations of pupils 'talking' like a musician.</p>



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	Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their learning.		

Scheme of Work

To enable our children to meet the intentions of the Music Curriculum, it is delivered through the Charanga Musical School Scheme. This scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the national curriculum.

Music can be incorporated within all other curriculum areas to enhance and develop skills further.

Reasonable Adjustments in Music

As a curriculum leader in Music, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Music curriculum. Within the curriculum area of Music SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENCO where applicable.

External Agencies

In all year groups, a musician comes into school to work with the children on a range of different skills. This allows the children to be taught by an actual musician. The work done in Early Years and Key Stage 1 is built upon in Key Stage 2 to ensure progression.

Peripatetic music teachers are actively encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments.

Extra-Curricular Activities

The after school choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences such as Young Voices.

Leadership of Music

The Music leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school;
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues;



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- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of music at Valley Invicta Primary School at Leybourne Chase.

Spiritual, Moral, Social and Cultural Links to Music

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

The social development of pupils is shown by their:

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.