

Shelton Junior School



Music Policy

Date of policy publication: July 2019

Date of next review: July 2022

Approved by: Leanne Powell, Chair of Governors
July 2019

The School Population and Special Consideration

Shelton Junior School is a larger than average-sized junior school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of children who have special educational needs is average.

Aims of the curriculum

We aim to teach children to:

- use their voices expressively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments.
- rehearse and perform with others.
- create musical patterns.
- explore, choose and organise sounds and musical ideas.
- explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- make improvements in their own work.
- listen with concentration and to internalise and recall sounds with increasing aural memory.
- Understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.
- Understand how sounds can be made in different ways.
- Understand how music is used for particular purposes.

Planning music

- We operate a planning procedure agreed by the whole teaching staff, based upon the Programmes of Study and Statements of Attainment. Staff follow a scheme of work based around Music Express, which provides detailed lesson plans, including appropriate activities and outcomes. Staff are encouraged to share their own strengths and expertise and are encouraged to be creative.
- Planning should include the four musical elements of Controlling sounds, Creating and Developing musical ideas, Recording and reviewing and Listening, and applying knowledge and understanding.
- Planning should take into consideration different learning styles and provide opportunities for the children to maximise their learning opportunities.
- Planning should ensure progression of skills, concepts and techniques and be differentiated by outcome.

Teaching styles and strategies

Music is taught by the class teacher or cover supervisors during PPA. A range of styles of teaching is necessary for the teaching of Music. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Year 4 are taught to play an instrument through Music Partnership.

Our teaching at all levels shall include:

- a range of musical activities that integrate performing, composing and appraising.
- responding to a range of musical and non-musical starting points.
- working on their own, in groups of different sizes and as a class.
- a range of live and recorded music from different times and cultures.

Equal Opportunities

It is the policy of Shelton Junior School to ensure that every child receives an equal opportunity within music activities, regardless of race, gender, ability or Special Educational Needs.

Special Needs

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in Music activities with help from others.

Gifted and Talented

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The Music and Gifted and Talented coordinator should be informed. Pupils who are Gifted and Talented within Music are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff and the Gifted and Talented coordinator to give extra guidance where appropriate. Choir club is available to those talented singers where they get the opportunity to perform to audiences throughout the year.

Assessment of Music

As a school, we will assess the children's knowledge, understanding and application of skills for all non-core subjects. These skills will be taught through the programmes of study for the age-related expectations (ARE) as set out in our Music skills ladders. The Music Key Skills follow three key themes: Performing, Composing and Listening and evaluating.

Monitoring

Monitoring takes place 2-3 times per year through sampling children's work (in books, on displays and on the school website), talking to children about their learning, scrutinising teachers' planning and learning walks.

This policy was updated in July 2019 by Mrs Cheadle
Music Subject Leader: Mags Hutt