KINGS HILL SCHOOL
PRIMARY & NURSERY

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Music Policy

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MUSIC POLICY

Introduction

At Kings Hill School, we are committed to providing all children with learning opportunities to engage in music. This policy reflects our School's values and philosophy in relation to the teaching and learning of music. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment

This policy reflects our School's values and philosophy in relation to the teaching and learning of art. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Intent

At Kings Hill School we implement a high-quality music curriculum that:

- Gives every child the opportunity to experience enjoyment through a variety of musical activities and express their ideas and feelings
- Fosters a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music
- Develops social skills through co-operation with others in the shared experience of music making
- Empowers resilient learners to take risk and explore in an environment that encourages meaningful and continuous reflection.
- Expresses children's individual interests, thoughts and ideas whilst developing socially, morally, spiritually and culturally.
- Exposes children to musical traditions across a range of historical periods, genres, styles, and traditions, including the works of great composers and musicians.
- Develops an appropriate knowledge of musical theory and sufficient vocabulary to help them understand and discuss their own work and that of others

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values-based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever-changing wider world around us:

- *I am a good communicator.*
- *I am knowledgeable.*
- *I am an innovator.*
- *I am an individual.*
- *I am a good citizen.*

- *I am emotionally intelligent.*

Values –Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values-based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

Music at Kings Hill School is underpinned by the model music curriculum (DFE 2021) as the basis for content and expectation. Kings Hill Primary School have subscribed to the SingUp Music scheme of learning which is delivered throughout the school on a weekly basis. At Kings Hill School our Music lessons are planned and delivered to promote an environment that allows children to be subjective, take risks and explore their own creative thoughts and ideas. Children are exposed to and learn to play a variety of tuned and un-tuned instruments throughout their school career. The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. Music theory underpins every music lesson at Kings Hill School and children are encouraged to use the language of music to discuss, appreciate and analyse music within discussion and written form. Through playing pupils learn the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. In year 5 and 6 children are taught keyboards and music technology ready for their transition to secondary school and the KS3 curriculum. Children are taught and given time to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

The music leader delivers weekly singing assemblies to both KS1 and KS2 to promote the profile of and love for music.

Impact

Music is a key tool in which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music also develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world and throughout time. At Kings Hill School children enjoy music, as a listener, a creator or performer and can discuss music and comprehend its parts. They can feel a pulse, add rhythms, and create melodies in a group or individually using instruments or voice. Throughout the school, teacher assessment is incorporated into the music leader's termly and weekly planning.

We assess children's knowledge and understanding by questioning, listening, and observing performances in class as an on-going process. Evidence may be displayed, and recorded performances (audio or video) are excellent means of keeping evidence within this subject.

SingUp music includes a progression snapshot lesson for each year group every other term. The progression activities provide evidence to aid the teacher's assessment on how each child is progressing. The songs chosen in the progression snapshot activities facilitate development over time.

Information on a child's progress in music will be communicated to parents in the written report once yearly. This information is also recorded and kept as an indication to support future planning and the development of the music curriculum. We also encourage the children to self and peer reflect by giving constructive criticism within the lessons. When assessing teachers and children will consider vocabulary and the use of skills and knowledge.

Learning Environment and Wider Curriculum Opportunities

At Kings Hill School all children have access to a classroom that is designated specifically for Music. We provide a rich environment in which we encourage and value creativity. The atmosphere is purposeful, and children feel safe to express their creative ideas and thoughts. Children have access to various resources and instruments to support their understanding of new concepts along with tangible resources that act as inspiration to initiate discussion and compositions. Relevant music theory is displayed in the music room. We ensure that the delivery of lessons is pitched to a standard that ensures it is accessible to all learners. Subject teaching assistants and the specialist teacher manage several displays in the music room and around the school that celebrate the children's outcomes and show their progression. In KS2, we provide children with the opportunity to progress their skills and knowledge further by being part of a choir.

Equal Opportunities and Inclusion of all learners

All children have equal access to the music curriculum and its associated activities. The SLT, Class Teachers and TAs at Kings Hill School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able will be given suitably challenging activities.

A mutual respect and tolerance for all cultures will be promoted through the study of music. Gender and cultural differences will be reflected positively in the teaching materials used.

Health and Safety

Pupils will be taught to use art equipment and resources safely. Staff will always teach the safe use of tools and equipment to ensure the delivery of safe practice is in line with the statutory health and safety guidelines.

Instruments are put away carefully after each session unless on display or in use in the music area. They are stored appropriately according to size, weight and shape and children are encouraged to take care when transporting instruments. Children are hot to handle all instruments with care and respect. Extra care is taken with electrical equipment and children's attention drawn to the potential dangers. Appropriate steps are taken to ensure hygienic use of blowing instruments.

Roles and Responsibilities

It is the role of the Subject Leaders to ensure that along with SLT the subject is monitored using a range of processes to inform the development of art teaching and learning. Outcomes are shared with colleagues and appropriate actions are implemented. It is role of the Subject Leaders to identify and support the training needs of colleagues.

The Subject Leaders engage with professional development and learning and impart their interest in science to the school community. It is the role of the Subject Leaders to ensure that pupil voice is valued and responded to and there is an understanding of the importance and value of music amongst the staff and children.

It is the school's role to provide effective support for the Subject Leader's development of music.

It is the responsibility of all staff to inform Subject Leaders of resources that need replenishing or are required to enhance the teaching and learning of music.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires
- Teacher feedback