



Hartsbourne Primary School
Mission Statement: Valuing Potential; Creating Opportunities

MUSIC POLICY

This policy to be read in conjunction with Assessment Policy, Computing Policy, Equal Opportunities Policy, Teaching and Learning Policy, PSHE Policy, Racial Equality Policy, SMSC Policy, SEND Policy

DATE OF POLICY:	MARCH 2022	DATE OF NEXT REVIEW:	MARCH 2025
MONITORED BY:	CREATIVE CURRICULUM TEAM	TEACHING & LEARNING COMMITTEE	

OUR VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

At Hartsbourne School we aim to give pupils an opportunity to experience the pleasure of music. We believe that music is a unique way of communicating, that the enjoyment of music is something that all children can take with them into adulthood and that it plays an important part in personal development. It also plays an important part in helping children to feel part of a group or community and can help build stamina and team spirit.

AIMS AND OBJECTIVES

We will provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We will fulfil the requirements of the National Curriculum by ensuring pupils have opportunities to:

- Develop aesthetic sensitivity and stimulate creative ability through an active involvement in listening, appraising, composing and performing.
- Foster a positive attitude to the importance and place of music within the curriculum amongst pupils, staff and parents.
- Enable children to gain a wide experience of music both in making music and listening.
- To gain an understanding of music within our culture and that of other cultures.
- Develop skills, concepts, knowledge and understanding in music.
- Give enjoyment, satisfaction and confidence to pupils and aid personal growth.

At Hartsbourne we aim to bring together elements from all areas of study in learning activities whenever appropriate and our objectives are:

- To continue to build a repertoire of songs which have a vocal range and content relevant to the age group.
- To experience singing in a group including simple part songs and rounds and material from a wide variety of styles and cultures.
- To give children the opportunities and skills to become composers.
- To become aware of the elements of music; pitch, duration, dynamics, tempo, timbre, texture structure and silence.
- To record musical patterns using simple symbols and traditional notation where appropriate and to play them back.
- To listen to and recognise music from a variety of different styles and cultures.
- To be aware that music comes from a time and a place, and has a composer, and increasingly to use knowledge to identify these.



- To enjoy music for its own sake.

TEACHING AND LEARNING

At Hartsbourne we want to make music lessons an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons. In all Key Stages music may be linked to other areas of the curriculum such as PE, Art, English, ICT and Science.

Music lessons are timetabled on a weekly basis and all classes will participate in a weekly singing assembly. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. All class teachers are responsible for teaching music within their own year group with the support of a qualified music teacher who is in school one day per week and leads music lessons for every year group on a rota over the year.

EYFS

In Foundation Stage, music should be a natural activity that could take place at any time in the classroom during the day, e.g. the singing of a rhyme or an outdoor musical activity. However, other activities which require the use of additional space, (eg the hall) will need to be timetabled.

KEY STAGE 1 AND KEY STAGE 2

Lower and upper sections of the school meet every week to learn new songs and rehearse ones already learn and to develop ongoing skills. This provides a unique opportunity for children to take part in an activity together. During these sessions the children are also given the opportunity to listen to and develop understanding of music from different times and places, and to appreciate different styles and themes. In Key Stage 2 children are given the opportunity to learn recorder, djembe and ukulele as well as using percussion and other untuned instruments. An after-school choir is available for KS2 pupils and they will be invited to perform and functions and events through the year.

Instrumental lessons

Peripatic teachers currently available are guitar, plus the school has subscribed to the Hertfordshire Get Playing Project which has offered group tuition in

Visiting musicians

When possible musicians are invited to perform for the children, to widen their experiences and enjoyment. We will also invite past pupils and older pupils from the BSJT studying for GCSEs or A Levels in music.

INCLUSION

At Hartsbourne, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum to provide a broad and balanced education to all children as well as specific enrichment opportunities. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We will always strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We will take all reasonable steps to achieve these goals.

ASSESSMENT



Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives them oral or written feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. Ongoing assessment for learning helps to ensure that our teaching is matched to the child's needs. Teachers will assess pupils' progress using the foundation subject tracking document and making use of the Charanga assessment framework.

RESOURCES

A selection of percussion instruments, tuned and untuned- kept in the Main Hall
Djembe drums, recorders and ukuleles
A piano and an electronic keyboard
Sound system in the hall
A selection of CDs and online music databases, including subscriptions to SingUp!
A range of software to link music and computing
A subscription to the Charanga music service