



Music Subject Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Curriculum Policy
- Teaching and Learning Policy
- Feedback and Marking Policy

Policy Created: February 2016	
First Presented to Governors for approval: 3 rd February 2016 (Curriculum Committee)	
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Review History	
Approved by (Headteacher)	Approved by (Governor)
Date:	Date:
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Key Changes: • No changes, date only	Key Changes: • No changes, date only
Presented to Governors: Curriculum Committee 5 th June 2019	Presented to Governors: Curriculum Committee 21 st June 2022
	Presented to Governors:

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

2. Aims

- To provide all children with a broad range of fulfilling musical experiences with purpose and enjoyment, with the potential to develop the necessary skills and aptitudes to pursue Music in their future lives.
- To use Music in a cross-curricular fashion to raise standards across the school.
- To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement.
- To create the atmosphere and levels of resource to encourage all members of the school community to learn and enjoy Music.
- To provide all children with a wide range of musical opportunities that may encourage children to use aptitudes they had never previously considered and to make decisions that may affect them in the wider world.
- Encourage the Learners in our environment to be confident and independent in their use of Music across the curriculum.
- To provide children with a range of Music experiences that will encourage them to become proficient, independent and discerning musicians who recognise where and when Music can enhance learning and integrate it into more broad cross-curricular experiences.

3. Subject Statement

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

Musical capability refers to a child's ability to draw on their knowledge and understanding of Music to apply it in a variety of contexts. The Non-Statutory Guidance document for Music stresses that Music should be planned, delivered and assessed on a cross-curricular basis in appropriate contexts and as a tool to enhance and enrich the learning process.

4. Teaching and Learning including Curriculum, Planning and Organisation

All teachers have an outlined scheme of work provided by Lancashire Music Service 'Charanga'. This scheme of work encompasses all aspects of the National Curriculum for music; being taught either as discrete lessons or as part of a wider topic-based approach, dependent upon the content being delivered. The music scheme 'Charanga' is a modern, comprehensive, whole school digital resource to aid teaching the new primary music curriculum. We ensure continuity and progression in our Music Curriculum through the use of direct teaching, practical activities, visiting musicians and opportunities to perform.

The profile of music is still being raised throughout the school. This will be achieved via school productions, singing in assemblies, music lessons via Lancashire Music Service, Voice of the Year competition, school staff band and choir club.

In teaching Music, a range of teaching and learning experiences should take place with all learning styles considered. The teachers will use the units outlined by 'Charanga', providing active, engaging and purposeful lessons and activities for children of all abilities. The interactive whiteboard is used to deliver the music scheme. As the school progresses into the future, resources will be focused on increasing the amount of musical provision we have available to broaden musical experiences and to extend children's learning out of the classroom.

Music should be shared through a variety of means and a positive relationship fostered with home, school and the wider community. As part of the current Music provision within school, we will continue to focus on developing a shared musical culture within school to foster both higher level cognitive skills and a sense of community. There will also be provision for extra-curricular musical activities implemented within the upcoming academic year, including shows and performances to involve the local community.

Early years

At Ryelands we believe that Music experiences in the early years are vital for the children to develop competent speech and language and a shared, cultural identity. Music resources are accessible via portable banks will allow children to access instruments through planned continuous provision. The nature of the Early Years Foundation Stage allows Music to be incorporated into a wide range of areas, and is planned for where Music makes a difference to a child's development.

5. Assessment, Recording and Reporting

The principles for assessment for learning will underpin the assessment of Music. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future planning. Information is shared throughout the school through display, celebration events, newsletters, reports, and the school web-site. Children will also be encouraged to evaluate their own and others' work in a positive and supportive environment. The assessment arrangements for Music will be in line with the school current assessment policy.

6. Monitoring

Regular monitoring of all aspects of Music informs the subject leader and school development plan/school evaluation form on a regular basis. The Music Coordinator will aim to use a variety of monitoring strategies including: discussion with children, observation of learning environments, aspects of teaching, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression and skills.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All pupils, irrespective of gender, ability, ethnicity and social circumstances should have access to Music and make the greatest possible progress, in order to do this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to Music will be promoted by all. All items put in place will be in line with the schools SEN policy document.

8. Resources

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum. Termly audits are planned and undertaken by the Music Coordinator in order to ensure that the school is comfortably equipped to meet the needs of its learners.

Future resources will be accounted for in the school development plan for Music, which will be reviewed annually. The Music Coordinator, in consultation with teaching staff, ensures that the deployment of Music resources will be effective and valuable to the teaching and learning of Music. Specifically, class sets of recorders and glockenspiels should be acquired to link with the 'Charanga' recommendations and timetabling of these instruments also needs to be organised.

9. Professional development and training

Effective implementation of this Music policy is subject to staff being adequately trained and competent in all areas of Music. In order to meet the needs of staff in the school, regular audits will take place by the Music Coordinator which will inform future training needs. Training will be provided through a variety of sources including Local Authority Advisers, External Training Agencies as well as in school training from the subject leader. Training sessions for 'Charanga' have been held during 2015 and 2016 at school to train all staff.

10. Health and Safety

All health and safety requirements are met in the school, age appropriate class and safety rules are displayed in the learning environment. Equipment is maintained to the meet agreed safety standards.

11. Roles and Responsibilities

The senior management team has the overall responsibility for Music; however, the subject coordinator is responsible for monitoring curriculum coverage and the impact of learning and teaching. All stakeholders will work together to ensure the implementation of the Music policy.

12. Monitoring and Evaluation

The Subject lead, Curriculum lead and Assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for Music.

This policy for Music will be reviewed. Evaluation will consider:

- External inspection/advice
- Staff development
- Coverage of programmes of study