



Approved by Governors: Summer 2024  
Review date: Summer 2027

## **MUSIC POLICY**

### **RATIONALE**

#### **Intent**

The National Curriculum (2014) for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Norwood the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Norwood is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. At Norwood, we have created sound planning that incorporates all aspects of music, from appreciation to writing our own compositions. As a school, we are constantly developing our understanding of different musicians and artists.

### **AIMS AND OBJECTIVES**

**By the end of a pupil's time in Norwood, we want our children in Music to:**

- Listen to and repeat (by singing and playing an instrument) a sound with increasing accuracy, demonstrating aural memory.
- Play and perform in solo and ensemble contexts, using their voice and musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music using a wider range of different musical elements (e.g. pitch, rhythm, dynamics, timbre, texture, form).
- Use and understand stave and other musical notations.
- Know different musical elements (e.g. pitch, rhythm, dynamics, timbre, texture, form), identifying them and commenting on their effect.
- Have an awareness of the history of music and music from different cultures and traditions.
- Know and can comment on the work of at least three great composers and musicians.

### **TEACHING AND LEARNING APPROACHES**

#### **Implementation**

The Music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, understand how it is made, played, appreciated and analysed. In doing so, understand the different principles of each method of creating notes, as well as how to read basic

music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As part of the Music curriculum, children in Year 1, 3 and 4 play the Glockenspiel, Year 2 learn the ukulele, Year 3 learn African drumming on Djembe drums, Year 5 learn how to play woodwind and brass instruments and some children in Years 5 and 6 form part of the 'Norwood Band'. This is in addition to teaching via the 'Charanga' music curriculum.

In addition to this, Norwood offers some excellent extra-curricular music based after school clubs, giving children the chance to show their love of music and singing.

### **Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music also helps to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

### **CREATIVE MUSIC**

At Norwood, from the beginning of KS1 developing through KS2 the children are involved in the following activities:

- . Learning how to order sounds and musical patterns
- . Exploring sounds by playing a range of percussion instruments
- . Learning to play in a group with others - expressing their feelings through music
- . Understanding some of the structures in music
- . Beginning to understand the power of music in different context
- . Telling stories with music
- . Memorising simple rhymes to repeat and to teach others
- . Learning to play instruments
- . Recording in simple form, using symbols and developing recognised music notation.

## **PLANNING**

Planning will ensure that, in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extracurricular activities, planned enrichment and extension work.

## **ASSESSMENT AND RECORDING**

Pupils' progress is assessed and monitored during the year through normal teacher planning and observation. Pupils' Music progress is monitored and assessed by the teacher in line with the school's Assessment Policy, using Music Assessment online grids. Assessments are recorded on our whole school assessment tracker and progress tracked each year. Throughout each Key Stage previously developed skills and knowledge are built upon and developed by experiencing differing genres, musical styles and instruments.

Furthermore, parents are informed of their child's progress at termly parents' evenings and via the end of year reports which are sent home in the summer term.

## **RESOURCES**

The school has a range of musical instruments both tuned and non-tuned that the children have access to through the Music curriculum. All percussion instruments are kept centrally within school. Each class has access to the 'CHARANGA' singing scheme. This serves to supplement the whole school delivery of the Music curriculum through sequences of learning objectives tailored towards each year group.

Collective worship takes place daily in a number of different formats including as a year group and Key Stage. A range of songs are learnt touching on spiritual, moral and social themes.

At present, Sefton Music Services are providing a range of specialist music teaching in the form of wind and brass to children in KS2. The required instruments required for these weekly sessions are provided by Norwood and maintained for the benefit of the children involved. Create music are also providing resources for children to use in lessons, including ukuleles, glockenspiels and djembe drums.

The staff also have numerous audio tracks of music of different genres and from other cultures readily available on the schools internal media network sys **tem**.

## **EQUAL OPPORTUNITIES AND INCLUSION**

All children will be provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to their individual abilities.

## **ROLE OF SUBJECT LEADER/MONITORING**

The monitoring of the standards of children's achievement and of the quality of teaching in Music is the responsibility of the Music subject leader.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor and evaluate pupil progress and the quality of teaching in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They both national review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The subject leader gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader will have regular management time in order to review evidence of the children's work and undertake monitoring and evaluation of the teaching of their subject across the school.

## **ROLE OF GOVERNORS AND PARENTS**

Our governors determine, support, monitor and review the school policies on Music. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **OUTCOMES**

Music will be fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and carers will be encouraged to participate in the teaching and learning of Music.

## **REVIEW**

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.