

# MUSIC POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	 29/3/23
Chair of Governors' Signature	 27/3/23

# Document Change History

Version	Date	Change Details
1	November 2009	N/A
2	February 2020	Format update and content review.
3	February 2021	Minor amendments
4	March 2022	Minor amendments
5	March 2023	Content review and some additional information added to various sections.

## 1. Introduction

The school considers music to be an important part of children's education. Through classroom music and extra activities opportunities will be provided to awaken and develop children's imagination and skills in an enjoyable manner. Concerts, productions and a range of other musical activities will also play a part in building children's self-confidence and performance skills.

## 2. Rationale

- To develop an appreciation and enjoyment of all types of music.
- To help children create and perform music in an appropriate way to the best of their abilities.
- To encourage children to know and understand music of different styles and cultures.
- To provide for the expression and development of individual skills and for sharing experiences and cooperating with others.
- To enable children to record and notate music in a simple form.
- To provide opportunities for children to perform to different audiences.
- To enable children to express ideas, thoughts and feelings through music.

## 3. Objectives

- To develop vocal and instrumental skills within an appropriate range.
- To develop an awareness of sounds, how they are made and to encourage the organisation of sounds to form patterns of music.
- To listen to songs and instrumental pieces from a variety of countries, styles and periods and traditions and to be able to understand and respond to the music they listen to in a critical manner.
- To take part in a variety of musical performances.

## 4. Continuity and Progression

- The school follows the National Curriculum and Foundation Stage programmes of study.
- The school uses various schemes including Music Express online and BBC Ten Pieces using a range of teaching materials to ensure progression of skills.
- The majority of lessons will involve whole classes and be teacher directed with opportunities for group, paired or individual work as appropriate.
- Music lessons regularly include age-appropriate songs which are inspirational, reflective, informative and seasonal songs to benefit the children's wellbeing and relationships.
- Brass, woodwind and piano lessons are available from a peripatetic teacher who visits the school on a weekly basis.
- Other instrumental lessons will take place depending on the children's level of interest and availability of peripatetic teachers.
- After-school guitar group lessons are also available from a visiting teacher – NEEDS DELETING.
- The school performs occasionally with other schools when the opportunity arises.
- Choir or singing assembly takes place weekly.

## 5. Lessons will include:

- A range of singing and musical activity games
- A variety of songs
- The use of tuned / untuned classroom percussion instruments
- Exploring and organizing sounds into expressive patterns
- Opportunities to experience music from different times and places
- Opportunities to create, rehearse, and perform their own music
- Learning music notation at an appropriate level
- The use of appropriate computer programs such as [Musescore](#) and online websites eg [Chrome Music Lab](#) for composing, exploring and notating music
- Opportunities to evaluate own and others' work
- Opportunities to respond to music in dance / movement / drama / art
- Equal access to music for all pupils.

## 6. Links with other curriculum areas

Music has contribution to make in developing key skills such as listening, communication, coordination, social, memorising, sequence, language etc. There are a number of ways in which music has a part to play in cross curricular links

- Music/dance/instruments from different times and places.
- Literacy: rhythm, poetry, storytelling, drama / mime
- Numeracy: patterning, sequencing, symmetry, structure
- Making instruments from different materials
- Science: how sounds are made, the quality and vibration of sound
- Spiritual, moral, social and cultural links e.g. religious festivals / traditions
- Information Technology
- Links to history, geography, [MFL](#) and science topics being studied in class.

## 7. Health and Safety

Children will be taught how to use the musical instruments correctly and safely. Woodwind-type instruments such as recorders will be cleaned and sterilized regularly.

## 8. Equal Opportunities/Inclusion – see Policy

Music lessons are taught weekly to children across school from Early Years to Year 6 and a peripatetic music teacher offers individual lessons for a variety of musical instruments. School have used Pupil Premium funding to pay for lessons for children on Free School Meals when requested. [Suggestions to help children with SEN are available on Music Express and BBC Ten Pieces website.](#) The school regularly uses a notation system designed for children with SEN called [Figurenotes](#). [Figurenotes matches coloured, symbolic notation to coloured stickers for children who may find reading traditional notation difficult.](#)

## **9. Community Links**

The school liaises with various community groups to enable the children to perform to and with other people. The school participates in concerts at larger venues such as the O2 and Snape Maltings at least every other year to enable all children in Year 5 and 6 the opportunity to experience performing to a large audience.

## **10. Assessment, Recording and Reporting – refer to Assessment Policy**

Music is included in the annual report which is sent home to parents.

## **11. Professional Development**

Where opportunities arise, the subject leader and other members of staff will attend County and other appropriate training. A regular Music Subject Team Leader's Meeting for Suffolk takes place termly online to discuss relevant topics and explore resources.

