



# LONG SUTTON COUNTY PRIMARY SCHOOL MUSIC POLICY

## **Introduction**

This policy outlines the teaching, organisation and management of Music taught and learnt at Long Sutton County Primary School. We believe that Music is a powerful and unique form of communication that change how pupils think, feel and act. It is an essential part of our past and present culture and helps children to understand themselves and others around them.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

## **Our Aims**

At Long Sutton Primary School we aim to develop a deep understanding of musical concepts and to develop practical skills alongside the theory elements of music. We give children opportunities to express themselves and explore their thoughts, feelings and ideas through music and teach them about musical traditions, styles and cultures.

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## **Curriculum Entitlement**

### Key Stage 1

Pupils in Key Stage 1 should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

### Key Stage 2

Pupils in Key Stage 2 should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

### **Special Educational Needs**

All children are entitled to access the music curriculum at a level appropriate to their needs and we do this by setting suitable learning challenges and responding to each child's different needs. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

### **Resources**

The school has a variety of musical resources and they include: a selection of musical instruments, planning and assessment resources and online resources to aid music lessons which all staff have access to.

### **Peripatetic Teachers**

The school uses a range of Peripatetic teachers to teach pupils instruments. This is added to by members of staff who also provide additional music tuition.

### **Assessment and Recording**

Each class teacher is responsible for the recording, assessing and reporting of progress for each child in their class. Evidence of children's work should be photographed and saved in the folder provided on the school system in EYFS, KS1 and LSK2 however written work for UKS2 ought to be collected in the music books provided. Teacher assessments are for the most part, formative, with assessment for learning taking place regularly, to ensure suitable challenges are set each lesson. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy).

Reporting to parents occurs annually with a written report and through parents' evenings which occur twice a year.

### **Review**

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

Sarah Hasnip  
Music Subject Leader