



HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

Music Policy



Hazel Leys Academy

At Hazel Leys Academy, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum purpose of study which states: "Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupil's progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon." National Curriculum 2014

Definition

Music simply defined is, organised sound which can happen anywhere, and using anything as an instrument or stimulus. It is a form of communication and expression that is used in different cultures throughout the world.

Aims

- To meet the requirements of the National Curriculum and Foundation Stage Curriculum Guidance, we aim to provide a relevant and balanced music education for all pupils.
- That all children should enjoy music and be encouraged to value their own ideas and those of other children.
- To provide opportunities for children to work co-operatively.

Objectives

The specific learning objectives for music are taken from the National Curriculum Programmes of Study for Music and Curriculum Guidance for the Foundation Stage.

To enable children to: -

- Develop their performing skills through singing and playing.
- Develop composing skills by exploring and experimenting with musical ideas.
- Develop their appraising skills, both of their own work and of others.
- Develop musical ability, knowledge and appreciation.
- Experience an insight into music from other cultures and times.

Content

We deliver music through the Charanga Scheme of Work which meets the requirements of the National Curriculum and Foundation stage and is relevant to the ages and abilities of all the children. In the reception class the children are introduced to music within "Creative Development", where they are introduced to and explore different instruments, respond to music, and build a repertoire of songs.

Pupils' Experiences

Music should be taught through a wide variety of activities, including live performances from visiting bands and groups.

During the Foundation Stage, pupils should be exposed to music through short activities. In KS1 and 2 pupils will be active in music for 45 minutes each week. Furthermore, at both Key Stages on-going skills such as singing, listening and exploring sounds will take place, but when this is not the main focus of a unit of work, linked to the creative curriculum. Children will be exposed to a wide variety of musical genres throughout the year through the pieces in each year groups Model Music Curriculum. Children will also listen to different periods of musical history each term at the start/end of assemblies.

Throughout the school children will explore the following areas of music:

FS	KS1	KS2
<ul style="list-style-type: none"> - exploring sounds, rhythm, pitch, dynamics and texture, - singing - Large scale productions 	<ul style="list-style-type: none"> - exploring sounds - exploring duration - pulse and rhythm - pitch - instruments and symbols - singing - large scale productions 	<ul style="list-style-type: none"> - pulse and rhythm - pitch - recorder playing - lyrics and melody - singing - large scale productions

During the Foundation Stage, pupils will take part in a wide variety of short activities which will allow the children to reach different stages of the Early Learning Goals.

Additionally, children are able to take part in music activities out of class including choir and singing assembly held weekly.

Attitudes

It is hoped that the following qualities will be promoted through the music curriculum;

- To show enjoyment and appreciation of their own music, and that of others.
- An ability to work co-operatively with others and independently.
- To enhance creativity and imagination.
- To develop a better understanding of the use of ICT tools during music.

Differentiation

A range of activities will be offered in the classroom to meet the needs of individuals or groups of children. Tasks may vary in their content, in the form of instruction, in the method of recording and in the amount of support given. Differentiation may occur by outcome or by the nature of the task.

Equal Opportunities

Opportunities to take part in music are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, and religion, cultural or ethnic background. The content of lessons and resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can fully participate in the curriculum depending on their needs.

Health and Safety

Children are taught to use the musical instruments and ICT equipment safely. It is important that children are taught to observe safety rules and to be made aware of the reasons for them. Children need to follow instructions safely and need to be adequately supervised at all times. A risk assessment must be carried out when any practical activity takes place in or outside the classroom to identify any hazards that may cause harm. All teachers must be aware of necessary precautions when working outside the classroom during fieldwork. The music subject leader has overall responsibility for maintaining music equipment, however it is also the responsibility of individual class teachers and the children themselves to check equipment. Any concerns need to be reported to the music subject leader.

Assessment, Record Keeping and Evaluation

Assessment is made on each unit taught and is continual. It is used to inform the teacher of individual children's progress, future teaching and learning needs. Assessment may be made through observing practical work, discussing and listening. The teachers keep records of each child's progress. Progress is reported formally in the end of year reports. Parents are always welcome to discuss their child's progress at any time.

Monitoring

The Music Subject Leader and the Head of Academy are responsible for monitoring the coverage, continuity, progression and effectiveness of music teaching and learning throughout the school.

Class teachers are responsible for monitoring and evaluating the lessons they deliver in their classes. Discussion between the music subject leader and class teachers will focus on how they perceive the subject is being taught, what resources they need and what further advice or training they require. Subject Leaders also gather Pupil Voice to gain an insight into what children think of Music as a subject and if they enjoy the sessions etc.