



Kilburn Junior School

Music Policy



Summer 2020





Kilburn Junior School: Music Policy 2020

Definition

“Music is a universal language that embodies one of the highest forms of creativity. A high 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 pupils 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.”

Primary National Curriculum 2014

Introduction

At Kilburn Junior School, Music is viewed as an opportunity for children to express themselves and their feelings through the use of voice and instruments. Our Music curriculum aims to give every child the opportunity to explore, play and learn a musical instrument as well as developing their use of voice and rhythm.

The policy reflects the schools values and ethos in the relation to the teaching and learning of Music. It provides a framework and a set of skills which all teaching staff can use to seek guidance on planning, teaching and assessing Music.

Aims

The aims of Kilburn Junior School ensure that all children:

- ❖ Have access to a musical curriculum which is taught in an enthusiastic way.
- ❖ Enjoy their own involvement in Music.
- ❖ Have the opportunity to learn about a variety of artists, musicians and composers across a range of historical periods, genres, style and traditions.
- ❖ Have opportunities to create and compose their own music so they can progress to the next level of musical excellence.
- ❖ Develop an understanding of how and why music is created.
- ❖ Have equal opportunities to access musical lessons (both in class and privately) regardless of gender, age, race, ability or income.

Teaching objectives

The following objectives state what should be taught during each key stage. These have been taken from the National Curriculum 2014. For individual year groups please refer to the Kilburn Junior School Music Skills Ladder.

Key stage one:

- ❖ 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 inter-related dimensions of music.

Key stage two:

Pupils 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.

- ❖ 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 inter-related 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.

Teaching and Learning Strategies

At Kilburn Junior School, it is our aim to teach children to learn through valuable experiences, which are both relatable to them and the world around them. In order to do this, we aim to give the children a wide range of opportunities to learn about Music. These opportunities include: teacher prepared materials and planning, practical activities, modelled demonstrations and a variety of learning environments (i.e using the outdoor space/trailblazers).

The teaching of Music should be used as a tool to develop the children's love of the arts, their confidence and their self-esteem so that they can express themselves in a variety of ways.

Lessons will be carefully planned and organised to ensure that the children are guided through a valuable learning experience. These lessons should include the use of modelling and demonstrations (where appropriate) to ensure that children have the opportunities to work individually, in pairs or as part of a small group.

During these sessions, children should also be given the opportunity to self and peer assess their own work and that of others. This should also be carefully modelled to ensure that the children get the most out of their reflections without feeling disheartened.

Differentiation

The Music curriculum should be delivered in a way which ensures all children are able to access, appreciate and develop their skills within it. It is recognised that all children learn at different rates and therefore the need of differentiation within this subject is vital. This can be achieved through changing the way in which we ask children questions, providing adult support to ensure that all children achieve the same goal/skill or through the use of technology (Garage band). All children should be given the opportunity to work with a variety of children to support their progress.

Resources

At Kilburn Junior School, we have a range of musical instruments. These can be found in the music/science room, which is located at the side of Team Courage's classroom.

In addition to this, there is also a variety of private music lessons available to the children to take part in. Should the children wish to partake in a private music lesson please see the office or Miss Brown for a letter to go home.

Organisation

The aim of teaching Music within Kilburn Junior School is to teach a solid unit for three half terms out of the six. During these three half terms, 1-2 hours a week should be given to the subject.

- Two half terms will be instrument based and taught by the music partnership, Hot House Music or directed by a teacher.
- One half term will be taught by the class teacher and should be linked to the topic being taught at the time.

In lower school, each class will have access to two half terms worth of music, which will be delivered by the music partnership (usually drumming).

In year five, pupils shall be given the opportunity to learn the ukulele, which will be delivered in house by the class teacher.

In year six, pupils will have access to two half terms worth of music tuition, which will be delivered by Hot House Music (Brass).

All children should be given full access to the musical curriculum during at least two well directed, planned and thought out singing assemblies a week.

In addition to this, where appropriate, music should be drip fed into the curriculum.

The role of the coordinator

- ❖ Produce the Music Policy and Skills Ladders to meet the statutory requirements for each year group.
- ❖ Provide advice or possible CPD opportunities to teachers.
- ❖ Attend relevant courses and feedback any new information/ideas to staff.
- ❖ Keep an up-to-date file of who attends private music lessons.
- ❖ Monitor the Teaching and Learning.

The role of the class teacher

- ❖ Produce medium term plans (MTP) using the statutory requirements
- ❖ Ensure the key skills are being taught in lessons and that these are demonstrated within the WALTs for the lesson.
- ❖ Evaluate MTP and make amendments where necessary.
- ❖ Showcase musical achievement during weekly assemblies and end of term assemblies.
- ❖ Encourage and provide opportunities for ALL children to learn a musical instrument.

Health and Safety

All staff members are responsible for ensuring that Music is taught in a healthy manner and safe environment:

- ❖ Activities, which involve the use of instruments, should be demonstrated to the children at the start of each session, regardless of their ability or stage.

- ❖ Where musical instruments are used, these will be sanitised after use and placed back correctly. Children should be taught the safe way to pack their instrument away.
- ❖ These instruments should be checked by a teacher/teaching assistant as they are put away.
- ❖ Where music is to take place in Trailblazers, there should be a clear task set out and an appropriate adult present to ensure the correct use of the instruments.