

**LYDIARD MILLICENT CE PRIMARY SCHOOL  
and  
RIDGEWAY FARM CE ACADEMY**

**MUSIC POLICY**

Member of staff responsible	Grainne Jones
Committee responsible	Curriculum
Date agreed with staff	Oct 2017
Date discussed with pupils	n/a
Date agreed at Committee	Nov 17
Date approved at Governing Body	
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**Document Version Control**

<b>Issue Number</b>	<b>Issue Date</b>	<b>Summary of changes</b>
1.0	28.11.07	Inclusion of new scheme of work: extra curricular activities and new initiatives
1.1	03.11.10	Reviewed no major changes
1.2	12.6.17	Inclusion of new curriculum
1.3	12.6.17	Change to assessment policy to reflect new curriculum and to include both sites

**Lydiard Millicent CE Primary School  
Ridgeway Farm CE Academy  
Music Policy**

Music makes a kind of liquid link between the study of languages, literature and the other arts, history and the sciences - joining them together in the outer world of feelings and relationships and the inner world of the imagination.

*Dr. Robin Holloway, Composer*

Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, and they'll always have an answer. So treasure music and keep it with you always.

*John Suchet, Newscaster.*

**Rationale:**

Music is a powerful unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

**Aims:**

- To enjoy listening to music, and provide a framework through which to respond to music physically and discuss likes and dislikes and differences and similarities
- To experience music from different cultures, times and people, valuing what is heard and to develop an understanding of context.
- To allow children to experience composition, individually and with a group, making independent decisions and improving through experimentation.
- To provide positive experience of performance in a range of situations.

## Organisation of Music in Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy

### Early Years and Key Stage 1

Pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

### Key Stage 2

Pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Children also explore music through a range of IT resources.

### Effective Teaching and Learning in Music

Teachers base their teaching on 5 categories of key skills:

1. Exploring, investigating and developing ideas.
2. Creating, devising and composing their individual and collective work.
3. Improving, rehearsing and refining their creations.
4. Performing to a range of audiences.
5. Evaluating and responding.

Within each of these 5 categories, there are 5 levels of attainment. It is expected that children will progress through these levels as they move up the school.

As a school, we have chosen to use the "Music Express" scheme, which is ideal for both teachers with some musical knowledge and teachers with no expertise in this subject. Lydiard Millicent Primary School uses the scheme in book and CD form while Ridgeway Farm Church of England Academy uses the online Scheme of work from Music Express. The scheme fulfils the requirements of the New 2014 Music National Curriculum and provides for a steady progression of skills, both within each year and from one year to the next, ensuring consistent musical development. Opportunities are identified throughout for evaluating and monitoring children's progress.

Teachers are able to use the planning provided within the scheme with very little adjustment to suit their needs. Children seem to enjoy the activities, the songs and the music they listen to. Some teachers choose to adapt the content of the scheme to suit the topic they are studying in class. Music Express is ideally suited to this.

## Assessment of Music

Activities are planned to give children the opportunity to demonstrate a range of key skills. Through observation and examining the work produced, teachers are able to assess where children are working within the five skill areas. Teachers recognise that a child who achieves highly in the skill of performing, may not be working at the same standard when composing or responding.

## Audits In Music

An audit is undertaken annually by the member of staff responsible. They also regularly discuss with staff, their use of the "Music Express" scheme. This influences decisions made in the following areas:

- Purchasing of percussion instruments and teaching resources.
- Planning strategies.
- Assessed subject strengths and weaknesses.

Audits of staff confidence and skills are also used to inform staff INSET if applicable.

The auditing process ensures that the member of staff responsible fully understands the position of Music within the school. It shows what is working well, and also provides a clear focus for how standards can be challenged and raised further.

## Music beyond the classroom at Lydiard Millicent CE Primary and Ridgeway Farm CE Academy

At both schools, we pride ourselves on the wealth of musical experiences our children are offered. These include:

1. A very successful choir, which has entered competitions, joined in cluster music festivals on an annual basis and regularly performed for the enjoyment of parents, peers and the local community.
2. A smaller KS1 choir at Lydiard Millicent Primary School, which meets at lunchtime and performs.
3. A large number of individual or small group instrumental lessons, provided by peripatetic teachers on violin, cello, clarinet, saxophone, flute, guitar, keyboard, piano and voice at Lydiard Millicent CE Primary. Drumming is offered at Ridgeway Farm Academy with plans to increase this service as the school develops. Again, these children regularly perform to parents and peers.
4. Every single child in Lydiard Millicent CE Primary has the opportunity to learn the violin during Year 3, thanks to the Wider Opportunities Scheme. We are always amazed by the progress they make during this time. We have plans to introduce whole class instrument tuition to Ridgeway Farm CE Academy.
5. Visits from professional musicians, who play for the whole school.
6. Regular drumming workshops.
7. Annual KS1 Nativity musical plays and an annual summer term KS2 production, which incorporates a lot of singing within the performance.

Children are very lucky to have all these opportunities for music learning and enjoyment. In addition, every class uses singing to enhance learning in other areas of the curriculum and to add an extra dimension to collective worship.

An annual Celebration of the Arts is held which showcases the talents of musicians and singers in an enjoyable and relatively informal setting, for the benefit of parents, staff and Governors.

### Gifted and Talented

In using the progression of key skills, teachers are supported in recognising children who have ability within Music. Children with such ability are placed on the gifted and talented register and plans take account of their needs. If the progression of skills does not meet their needs the co-ordinator works with the class teachers to ensure their planning remains challenging by identifying further skills to work towards. Links with KS3 may also be made to provide extra support.

### Race

Music from a range of cultural and historical sources is listened to and performed in the teaching of music. Where necessary, specific needs and sensitivities relating to race are considered in line with the race policy.

### Equal Opportunities

In teaching Music, teachers should take specific action to respond to pupil's diverse needs by:

- a) Creating effective learning environments
- b) Providing appropriate instruments for children with physical needs
- c) Encouraging the use of children's own instruments
- d) Securing motivation and concentration
- e) Providing equality of opportunity through teaching approaches
- f) Using appropriate assessment approaches