

# Music Policy

## Meir Heath Academy



**Approved by:**

**Date:** 4<sup>th</sup> September 2023

**Last reviewed on:** September 2023 by Carol Pickering

**Next review due by:** September 2024

## Music Policy

### AIMS

At Meir Heath Academy we aim to enable all pupils to:

- have experience of active involvement in music-making through performing, composing, improvising, listening and appraising;
- have access to music from a wide range of historical and cultural origins;
- have access to the music of female as well as male composers and musicians;
- have access to the music of BAME composers and musicians;
- develop skills in singing alone and in groups;
- develop skills in performing on tuned and un-tuned instruments;
- develop skills in performing in mixed instrumental and vocal groups;
- be able to identify and use the constituent elements of music;
- acquire an understanding and experience of using elementary notation techniques;
- develop basic musical vocabulary to enable them to discuss their own and others' work.

### INCLUSION

- At Meir Heath Academy, teachers set high expectations for **all** pupils. Teachers take account of their duties under the equal opportunities legislation that covers race, SEN/disability, gender, religion or belief and sexual orientation. They plan, using adaptive teaching methods, in order to stretch those pupils who are working significantly above expected standards, and for those pupils who have low levels of prior attainment and or are from disadvantaged backgrounds. Teachers use appropriate assessment, in order to set deliberately ambitious targets. Teachers ensure that there are no barriers to learning and that **all** pupils access the full curriculum.

### TIME ALLOCATION

- Every pupil within the school will receive the equivalent of at least one hour's teaching in music per week; this will include weekly singing assemblies.
- Pupils in years three to six will also be given the opportunity to take part in the school's extra-curricular musical activities provided by Entrust Music Service Staffordshire.

## **THE FOUNDATION STAGE**

- Music is taught to all children in the school, including those in the reception class.
- In reception classes, music is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the music aspects of the children's work to the objectives set out in the early learning goals which underpin the curriculum planning for children from birth to five.

## **THE ROLE OF THE MUSIC COORDINATOR**

The music coordinator will:

- take the lead in policy development and the production of schemes of work designed to ensure progress and continuity in music throughout the school;
- support colleagues and give help, when required, in their implementation of the scheme of work;
- monitor progress in music and advise the head teacher on any action required;
- oversee the assessment of music and the procedures for reporting to parents on pupils' progress in this area of the curriculum;
- take responsibility for the purchase and organisation of central resources for music;
- keep up-to-date with developments in music education and brief colleagues as necessary;
- identify staff development needs and arrange appropriate INSET.

## **OUTLINE OF TEACHING STRATEGIES TO BE ADOPTED**

All pupils will gain a variety of learning experiences through a combination of whole class work, group work and individual activities. Practical exploration of music will be central to all lessons in the subject.

## **MUSIC IN ASSEMBLY**

- Music will be included in assembly to enhance the act of collective worship.
- This music will include listening to pieces of music as well as presentations of performances by the pupils.
- Musical vocabulary will be used in context in assemblies.
- The music activity in assembly will be planned as an extension and development of National Curriculum requirements, particularly those relating to presenting music to others in a variety of contexts.