



STEPPING STONES

MUSIC POLICY

2018-2020

Music Subject Leader: Diane Sheron

Music Policy Approved by governors and staff:

Created: October 2018

Updated March 2019

Intention

Music is a unique way of communicating that can inspire and motivate children. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. It plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

In KS1 our children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments and listen with concentration and understanding to a range of high-quality live and recorded music. They have opportunities to experiment with, create, select and combine sounds.

In KS2 our children play and perform in solo and ensemble contexts, using their voices and playing musical instruments. They improvise and compose music for a range of purposes using the interrelated dimensions of music, listen and recall sounds with increasing aural memory and begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. An understanding of the history of music is introduced.

Implementation

At Stepping Stones School, we make music an enjoyable learning experience and encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing with other people. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Children are offered the opportunity to play musical instruments with peripatetic teachers, usually from working with Lancashire Music Hub. These lessons are delivered in 10 week blocks to whole classes.

We use KLIPs in planning and monitoring. We have adapted the national scheme to our particular circumstances. We use the Lancashire Online Music Service (Charanga) to support planning and delivery of music, particularly singing.

Music is interwoven into other curriculum areas, particularly literacy, maths, computers and PSHCE.

Impact

We assess the children's work in music through KLIPs. Teachers record the progress made by children against the key skills for their lessons. At the end of a theme, we make a judgement against the key skills. The teacher records the progress that each child has made, and then uses this information to plan future work.

The Creative Arts subject leader monitors the children's work in the class Assessment Folders through KLIPs. Teachers meet regularly to review individual evidence of children's work against key skills. Themes can be used towards achieving Arts Awards, usually Discovery and Explore levels. These are assessed by the Arts Subject Leader and submitted to Trinity College for formal assessment.

Pupil Voice informs teaching and coverage.

This policy will be reviewed at least every two years.