



Mundella
Primary School

Music Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



The importance of music

According to the new National Curriculum: "Music is a universal language that embodies one of the highest forms of creativity" 2014.

Music is a practical, creative subject, which can benefit all children in developing imagination, the ability to listen attentively, and the ability to be able to express personal thoughts, opinions and feelings. It also plays an important part in helping children to feel part of a community.

Aims

At Mundella our aim in music is to:

- develop an understanding and enjoyment of creating music.
- give children the opportunity to control sounds through singing, playing and performing.
- encourage the children to respond to and review musical structures, sounds and effects, musical vocabulary and expression.
- help children to develop their ability to listen and apply their knowledge and understanding in their musical experiences.
- use music to enhance learning across the curriculum.
- recognise the ways in which ICT can be used to extend the children's musical experiences.
- give children an enjoyable and stimulating experience of music which will encourage them to develop their own skills and continue enjoying music throughout their lives.
- enable children to develop their musicianship to enhance their personal, social and emotional skills and to enjoy performing together to a variety of audiences.

Entitlement

Following the National Curriculum, using Charanga as a basis, music is taught to all pupils.

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical period, genres, styles and traditions.
- learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- increase their self-confidence, creativity and sense of achievement.

Instrumental and vocal music making sessions are provided mostly by a specialist music teacher (equivalent to 1 day a week) with class teachers providing cross curricular music and additional music making experiences as appropriate.

Charanga Musical School is used as the basis for most lessons: primarily from the Scheme and Music World.

In EYFS, Year 1 and 2 the Charanga Scheme is used.

In KS2 all children have the opportunity to learn to play a musical instrument through Arts Council funding using the MusicPlus scheme developed by Soundhub, the music education hub for Kent.

In Year 3 Ocarinas are taught using Ocarina Workshop and some aspects of the Charanga Scheme.

In Year 4 Recorders are taught using Charanga Music World, plus additional resources such as Sarah Watts Red Hot Recorders.

In Year 5 Ukuleles are taught using Charanga Ukulele Course and Music World.

In Year 6 mixed instrumental opportunities are given following a variety of units from Charanga. These instruments include tuned percussion, as well as developing Recorder and Ukulele skills.

Singing is an integral part of all music lessons and large group singing sessions occur on a regular basis.

Additional opportunities are offered from time to time: such as participating in collaborative musical events with other local schools and there is also a school Singing Club.

Assessment

Assessment is an ongoing process based on observation of the children working and discussion with the children. The children are also encouraged to self- assess and peer- assess to develop further their knowledge and understanding.

Audio recordings and photographs can also provide an opportunity for assessment.

Equal Opportunities, SEN and Gifted and Talented

Music is a subject that is accessible to all abilities and nationalities and it is very important that every child is allowed access to this.

Musical activities are particularly effective in the education of children with learning disabilities of any kind, ranging from physical to social and emotional problems.

Music is broad and “open-ended”, providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. In music it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed, thereby promoting their confidence and ability.

Music across the curriculum

Music has many natural links to other areas of the curriculum. These include:

- Literacy - the extension of vocabulary through discussion, the use of pulse/rhythm in poetry and as the stimulus to creative writing and drama.
- Maths - the sequencing, symmetry and structure of music and the use of patterns, counting and time.
- Science - how sounds are made, how they travel and how they are heard.
- ICT - recording sound, using electronic sound sources and music software.
- History - music commemorating events and traditions; music from different times.
- Geog. - music from the UK and from other countries; instruments from around the world.
- RE - songs and music for religious festivals.
- PE - moving and dancing to rhythms and music.
- PSHE - emotional responses to different musical stimuli.
- Art - using Art and DT as visual stimuli and representing music through art forms.

Music also contributes to the key skills of listening, memorising, communication, language, co-ordination and sequencing. Music develops social skills and is important to the spiritual and cultural growth of pupils.

Health and Safety

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment to avoid injury to themselves or others. They will also be taught the correct way to hold and play their instrument. Instruments which are blown will be suitably disinfected. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards and audio equipment with teachers ensuring that electronic equipment is only used adjacent to main power points. Annual electrical tests will be undertaken in line with school policy. It is important that teachers monitor and control the use of amplifiers and, in small rooms, large percussion instruments in order that hearing is not damaged.

Management and support

A specialist music teacher is responsible for teaching music to the majority of classes, with class teachers providing music opportunities linked to topics. Support is available from the specialist music teacher who is in school for the equivalent of 1 day a week.

Resources

There is a class set of Ocarinas in the Year 3 classroom; Recorders in the Year 4 classroom and Ukuleles in the Year 5 classroom.

There are tuned percussion instruments in the Year 2 classroom and Year 6 classroom.

There is a class set of recorders in the Music Cupboard located adjacent to the hall. There are also additional recorders and a variety of tuned and untuned percussion instruments (including Boom Whackers) in the Music Cupboard located adjacent to the hall.

The school has purchased a licence for Charanga Musical School, renewable annually, which provides a variety of useful music resources and is accessible to all staff. KS2 children will also be able to access this at home.

Professional Development

Opportunities for CPD are available through Soundhub, collaborative events and via the specialist music teacher.

Teachers can approach the Head teacher if they feel that they require further professional development.