



LATCHMERE
ACADEMY TRUST

Music Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

Intentions

Latchmere Academy Trust understands music to be an essential element in a child's life experience, and recognises the powerful effect music has on a young person. The children are seen as natural musicians and are given the opportunities to express themselves musically in a variety of creative ways, thus developing the individual patterns of growth in each child. Music helps meet the needs and interests of all children and also supports and strengthens learning in other areas.

Music allows children to understand other people and their cultures and gives increased opportunities for social and emotional development. Music also provides a means for aesthetic enrichment and growth of every child. By providing a broad and balanced framework in the curriculum we seek to nurture and develop a child's natural musical ability and increase their understanding and enjoyment of music.

Aims

We aim to:-

- Emphasise the child's enjoyment of the musical experience, making it a fun time!
- Learn to sing and to use their voices to compose and make music with others*
- Have the opportunity to learn a musical instrument* and have the opportunity to progress
- Acquire the knowledge, skills and understanding needed to make music.
- Experience a variety and balance of musical experiences that will bring about pleasure and enjoyment, appropriate to the children's age levels and developmental needs.
- Provide opportunities to make music together both within the curriculum and through a variety of extra- curricular opportunities.
- Enable children to express themselves musically in an atmosphere of freedom and trust, where divergent and creative interpretation is encouraged.

Develop:-

- An understanding of musical concepts such as dynamics, pitch, duration, texture, tempo, structure and timbre (quality of sound)
- The capacity to express ideas and feelings symbolically through the medium of sound.
- Social skills and awareness through making music together.
- Insight through music into areas of experience, some of which cannot be easily verbalised.
- A sensitive response to sound in general and in particular to those organised patterns of sound called music.

(Starred aims taken from the aims in the Programme of Study for Music, 2014)

Objectives

We seek to fulfil these aims through the implementation of the National Curriculum Programmes of Study, supplemented with additional material obtained from a wide variety of sources including leading music practitioners around the country.

To provide children with opportunities to:

- Actively be involved in a variety of musical activities through performing, composing, listening and appraising.
- Participate as individuals or in groups in musical activities, developing social skills and self-confidence.
- Compose and perform musical arrangements for a variety of purposes.
- Understand musical notations and how music is constructed, produced and communicated through its inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.(National Curriculum Programme of Study, 2014)
- Make use of IT as a form of recording and creating music.
- Be involved in a range of activities involving listening, creating, singing, moving rhythmically and experimenting with sound so as to develop sensitive, critical and analytical responses to their own and others music.
- Develop and awareness of musical traditions and composers from various traditions and cultures through practical involvement with music in a broad variety of genres and styles.

Implementation /Music and the Whole Curriculum

Topic work lends itself to interpretation through music and therefore music is integrated into all topics. Musical activity then reinforces and enriches work in other curriculum areas.

Performing and composing, listening and appraising activities take place through the discrete discipline of music and also through cross-curricular activities.

Equal Opportunities

Music is an area which provides a wide range of opportunities for children to work alongside others of varying abilities and contribute at their own levels. The children are encouraged to experience the full gamut of musical activities regardless of physical, social, emotional or intellectual limitations. We provide equal opportunities to children of both genders and all ethnic origins to contribute to and enrich the Music Curriculum.

Progression

Musical understanding develops through revisiting and extending familiar activities and through repeating acquired skills until they are fully absorbed into a child's repertoire. We recognise that children bring to school different musical experiences and we build on these in the classroom situation. Continuity is achieved through year group planning and regular overviews of the curriculum. The music specialist is responsible for delivering lessons from Y1-Y6 and therefore can assess the next steps needed to ensure progression

Resources

A class set of instruments in each KS1 classroom

An extensive range of tuned and untuned percussion held in the Music Room

Electric keyboards

Pianos
Songbooks and CDs
Sound system in hall
Membership of 'Sing Up', a national web- based bank of songs, teaching materials and training.
Access to Charanga-a web based resource
Photographs of instruments, posters

Cross curricular links

Music is integrated into each topic. Dance and movement is closely linked with music. Computing can be used in different stages in music making, whether through using a digital recorder or the computer as a means of musical composition e.g. with programmes such as Garage Band. IT based music composition may form part of IT teaching delivered by class teachers.

Special Educational Needs

The music programme offers opportunities for all pupils to follow a part or all of the National Curriculum, although some adjustment may be necessary to cater for individual needs. Music is seen as a tool to help pupils develop confidence, to make an individual contribution and to be sensitive to the activities and ideas of others. Our Topaz team follow a SEND curriculum from Charanga.

Pupil Premium Grant

LAT works closely with Kingston Music Service (KMS) which offers a wide variety of individual and small group lessons on a variety of instruments. There is financial support available to offer lessons at a reduced cost or financially supported by the school for PPG/FSM pupils. The London Music Fund offers scholarships to those pupils showing outstanding talent but whose families may not be able to access tuition due to financial constraints.

Equal access and outcome

Pupils are given access to the full range of performing, composing and appraising skills. In so doing they have the opportunity to develop their listening skills and apply knowledge and understanding.

Links with the community

Throughout the year, differing musical opportunities are organised through events that provide additional performance opportunities. Annual Christmas concerts for both Key Stages are performed.

Links with the community include singing to the Old Latchmerians, and also a Harvest Festival to which members of our local community are invited.

Pupils also perform at community singing events such as the KMS Festival of School Choirs at the Rose Theatre.

Monitoring and Assessment

Through “work scrutiny” of the children’s work and ongoing assessments of musical skills, we will look at the skills and knowledge required by the end of KS1 and KS2. Assessment is both formative and summative. In both Key Stages there is also a degree of self- assessment. Assessment may take the form of both written assessments and digitally recorded assessments.

Latchmere Extra- Curricular Activities

- A choir for pupils in years 4-6 meets weekly and has performance opportunities, both in school and in the community.
- An extensive programme of musical tuition is available in school time through the Kingston Music Service.
- The school orchestra of approximately 20 pupils in Key Stage 2 meets weekly and performs during the year.