

Lockington CE VC Primary School



Music Policy

1 Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children 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.

This takes place within the context of our school vision: to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment based on Christian values which encourage all to show respect, acceptance and understanding of others.

2 Aims and objectives

The aims of music in our school are:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.
- embody principles of the distinctively Christian nature of our school in all aspects of learning

3 Teaching and learning

At our school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about

the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- sometimes grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;

- using classroom assistants to support the work of individuals or groups of children;
- Providing where possible specialist support when individual children have particular gifts or talents.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service, and this school has chosen to participate in the programme. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

Music curriculum planning

Our school uses the National Curriculum 2014 for music as the basis for its curriculum planning and taught through the implementation of 'The Charanga' Scheme. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities;
- Increasing confidence, sensitivity and creativity in the children's music-making.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Sometimes, the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out

in the National Curriculum.

The medium-term plans give details of each unit of work for each term. We have regard to the national scheme of work for music but our curriculum planning is designed to support the curriculum themes chosen for each term. The subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do the medium-term planning on a two-year rotation in key stage 1 and a four-year rotation cycle in key stage 2. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

5 Foundation Stage

We teach music in the EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal, social and creative development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

6 Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing pupils' abilities to;

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

The National Curriculum Programme of study at Key Stage 2 focuses on teaching pupils to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

7 The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of PSHE and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

8 Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use computing to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet and they record their own compositions. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use computing to improve the presentation of their work.

9 Music and inclusion

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see separate policies on Special Educational Needs, Disability Discrimination, Gifted and Talented Children, English as an Additional Language (EAL).)

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Music may contribute towards meeting targets set out in a child's Individual Education Plan (IEP). Teachers will have regard to these when planning and designing tasks for lessons in music. We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

For our gifted and talented pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple musical enquiry.
- Provide real-life research and presentation opportunities.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within music for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

10 Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level's of attainment, and records these on the school tracking system Classroom Monitor. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

11 Resources

There are sufficient resources for all music teaching units in the school. We keep instruments and other resources for music in a central store, where there is a box of equipment for each unit of work. We have Music Express and the Lively Music scheme in school to support the planning, teaching and learning of Music as well as the Charanga scheme of work. The library contains a good supply of topic books and computer software to support children's individual research.

12 School clubs and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school recorder club and a bell ringing club which we encourage all children to join.

We provide opportunities for the children to perform regularly to the whole school and parents. The school takes part in the annual Big Sing and The Longcroft School Show case performance.

13 Monitoring and review

Roles and Responsibilities

The Governing Body:

Determines, supports, monitors and reviews the school history policy.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources.

The Music Subject Leader's role is to:

- take the lead in the policy development;
- act as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas;
- liaise with other members of staff to form a coherent and progressive scheme of work;

- monitor and evaluate pupils' work, pupils' views about the subject, displays and teachers' planning;
- write action plans;
- audit resources and ordering resources when needed;
- keep up to date with developments in music and disseminate information to the rest of the teaching staff;
- lead staff meetings as appropriate;
- attend relevant in-service training and prompt relevant training to others.
- The music subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially-allocated time in which to fulfill this role.

The Class teacher's role is to:

- be responsible for the teaching of music as set out in the policy;
- provide planning and reviews for the Headteacher and Music co-ordinator to have access to;
- provide samples of music work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of music;
- identify training needs in music and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

15 Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the history subject leader. The Music Co-ordinator is responsible for gathering samples of curriculum work, monitoring and evaluating schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in music.

This policy is due for review: October 2018.

The person responsible is the Music Subject Leader.

Signed by Headteacher _____ Date _____

Signed by Chair of Governors _____ Date _____

