



MARSDEN COMMUNITY PRIMARY SCHOOL



Marsden Community Primary School Music Policy 2017 - 2018

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Marsden Community Primary School

Music Policy

'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.' (DfE, September 2013)

MISSION STATEMENT

At Marsden Community Primary School, we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We are committed to the provision of a musical education for all children, which within the context of the National Curriculum, encompasses breadth of experience, depth of knowledge and quality of understanding.

AIMS

Every child is entitled to receive a broad, balanced and relevant musical experience within the framework of the National Curriculum.

Through Music at Marsden, we aim to:

- 1 Foster a love and understanding of music through active involvement in listening, appraising, composing and performing.
- 2 Enable children's personal expression, reflection and emotional development through music making, both individually and together.
- 3 Promote the understanding and appreciation of the richness and diversity of world cultures, styles, times and periods.
- 4 Encourage opportunities to perform to the school and wider community.
- 5 Provide opportunities for pupils to gain experience of the interrelated-dimensions of music, allowing them to explore and experiment with them, as they listen to, create and enjoy music.

STATUTORY REQUIREMENTS

All children are entitled to a musical education that enables progressive development of musical skills, and knowledge as outlined in the Programmes of Study in the National Curriculum. Music teaching within the Foundation Stage, Key Stage 1 and Key Stage 2 ensures that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In particular, the musical elements of pitch, tempo, duration, timbre, texture, dynamics and structure are progressively introduced in order to equip the children with a fundamental understanding of music.

During the foundation stage pupils listen to and respond to different styles of music, embedding foundations of the interrelated dimensions of music. They listen to, learn to sing or sing along with nursery rhymes and action songs. They'll also begin to improvise which leads to playing classroom instruments and there are opportunities to share and perform the learning that has taken place.

During Key Stage 1 pupils listen carefully and respond physically to a wider range of music. They play a range of tuned and untuned musical instruments and sing a variety of songs, using their voices expressively and creatively. They experiment with, create, select and combine sounds and consider the effect of doing so.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. In addition they listen and recall sounds with increasing aural memory, and learn about musical notation.

IMPLEMENTATION

Music lessons:

Music lessons are provided on a weekly basis throughout the school. Such lessons are generally taught through the online Charanga scheme of work that provides progression of skills across the year groups. Charanga is offered to teachers as a main resource for planning and to find appropriate activities and musical stimuli'. Music lessons and activities are planned in such a way as to encourage full and active participation and enjoyment by all children.

Reception children regularly, through the Charanga scheme and during other times in their timetable, take part in singing and rhythmic games and explore a large range of musical instruments from different cultures.

From Year 2 onwards, each class spends time learning to play and enjoying their musical abilities with the glockenspiel.

Year 3 has the opportunity to learn the recorder following a similar set up to the Wider Opportunities Program, which involves whole class recorder tuition (including the class teacher), again through the Charanga resource. Also from Year 3 onwards children have the opportunity to learn to play the violin.

Cross-curricular links

Opportunities for cross-curricular links are taken, wherever possible, to link music with other subject areas and learning themes. Teachers have access to a number of resources to implement this, such as 'SingUp' and an invaluable collection of songs from the WOS (Words on Screen) collection.

Numeracy

- Within school there are a number of key resources that are used to teach numeracy through music and song, for example learning a song from memory that highlights a key area of mathematics, singing times-tables.
- Mainstream Western music is measured in terms of pulse and the divisions / combinations of pulse into rhythms.
- The recognition of repeating patterns is a central aspect of singing, composing, performing and appraising.

Literacy and communication.

- Pupils should be taught to express themselves precisely and cogently using appropriate musical vocabulary, through discussing musical features, describing sounds and analysing how they are used in their own and other people's music.
- Pupils should ask and respond to questions that require them to clarify tasks, discover other views analyse, recall facts, and develop reasoning, evaluation and creative skills.
- Pupils should be taught to recognise and spell key musical words.
- When learning songs, pupils should be taught to understand the meaning of the words and to place them into a context.
- In the Foundation Stage and throughout KS1 and 2, music is used to aid memory through learning songs by heart.

PSHE

PSHE underpins all musical activities. Children will be helped to:

- Develop confidence and responsibility and make the most of their abilities, for example by sharing opinions and exploring emotions and taking a lead in performing and composing activities.
- Develop good relationships and respect the differences between people, for example by creating music together in groups, recognising the contribution of other, and experiencing and appreciating music from different times and cultures.

Additional musical opportunities

Additional musical opportunities such as the peripatetic music tuition for violin is on offer to pupils from year 3 onwards, (provided by Lancashire Music Service); all children take part in whole school singing; and assemblies, productions and concerts provide important opportunities for the children to perform, share and enjoy music through singing, playing and listening to music.

Extra-curricular musical clubs and experiences.

Children are provided with the opportunity to partake in school-based extra-curricular musical clubs after school or at lunchtime, e.g. choir, recorder club, the 'Sing Together' programme and performance at King Georges Hall Blackburn. Extra-curricular music linked trips are offered, e.g. theatre trips.

Music resources

Music resources are available for use by all. The Charanga scheme of work is available online and plans are kept within the appropriate year group. Some

instruments and song books/CDs are stored in the hall, with some larger instruments and the class set of glockenspiels stored in the music cupboard within the PPA room.

ICT

Planning incorporates the use of ICT by teachers and children through the use of online resources such as Charanga and Singup, and the appropriate use of computer software such as 2Simple and the online programme (found within Charanga) giving the pupils the opportunity to compose music in both symbol and notation form. The pupils and teachers also have access to keyboards and audio-visual equipment, for example projectors and interactive whiteboard technology.

ASSESSING AND REPORTING

Assessment through the key stages is continuous and is performed by the class teacher. Children's work is evaluated through teacher pupil questioning, observation and during classroom discussion both with individuals and groups. Formal reporting takes place within the annual report to parents. Evidence of children's musical performances and skills are captured through photos, videos and audio recordings and placed on the staff's shared drive within the Music folder.

A record of each year groups yearly music coverage is recorded in the Spring Term and then again at the end of the year. Alongside this record in relation to the coverage, teachers make assessments on pupils' achievements and abilities during the Spring Term and then make a final assessment of the pupils in the Summer term, as emerging, expected or exceeding.

EQUAL OPPORTUNITIES AND INCLUSION

Music provides pupils with profound opportunities to engage with their own cultural heritage as well as that of others (see also 'School Policy on Equal Opportunities').

- We believe that all pupils should be given equal access to the music curriculum, irrespective of cultural background.
- We are sensitive to beliefs that may restrict participation in musical activities.
- We ensure that gender and cultural role models are used to inspire and stimulate pupils from a range of backgrounds.
- We are aware that teaching should identify and take into account the different interests of boys and girls.

SEN AND TALENTED/GIFTED CHILDREN

We recognise that all pupils are musicians, irrespective of academic ability or apparent musical attitude.

- Pupils should be given the necessary support to enable them to achieve success.
- Pupils who are very able should be provided with appropriate challenges within music lessons and through extra-curricular activities, such as violin lessons, to meet their needs, by extending the breadth and depth of their study.

ROLE OF SUBJECT LEADER

(See full list of responsibilities in the co-ordinator's job description).

The Music Coordinator has the responsibility of overseeing music within the school including:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs
- Disseminating information, as it is received from any external source, to staff and pupils
- Supporting staff with music-related issues when required
- Managing the budget
- To lead singing practice.
- Attending courses relevant to professional development within their role as subject leader.

The Music Policy will be revised by the subject leader and in conjunction with the School Improvement Plan.

R.Berry (Music Co-ordinator)

October 2017