

Music Policy

1 Aims and objectives

- 1.1 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 enable children to understand better the world that 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 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.
- 1.2 Our objectives in the teaching of music are to:
- help children learn how to enjoy music;
 - explore how sounds are made, and can be organised into musical structures;
 - show how music is produced by a variety of instruments;
 - teach how music is composed and written down;
 - examine the relevance of when, where and why a given piece of music was written;
 - develop the interrelated skills of composition, performance and appreciation.

2 Teaching and learning style

- 2.1 At our school, **we teach music through the International Primary Curriculum** and 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.
- 2.2 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 specialist support where individual children have particular gifts or talents.

3 Additional music teaching

3. Children are given the chance to participate in the Local Authority's First Access Programme. This gives us a term of free music tuition for a whole class. This leads to children that are noticed to be particularly able being able to continue with peripatetic lessons. 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 oboe, clarinet 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. <? Not sure>

4 Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school uses the International Primary Curriculum programmes of study for music as the basis for its curriculum planning. Plans are designed so that the topics that the children study in music build upon prior learning. 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.

4.2 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 year during the key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 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. As we plan in Mileposts, we run a two year rolling programme. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

4.4 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 The Early Years Foundation Stage

5.1 We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage 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 The contribution of music to teaching in other curriculum areas

6.1 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.

6.2 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.

6.3 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.

6.4 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.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT 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 to send to other schools electronically. Children also use ICT to improve the presentation of their work.

8 Music and inclusion

8.1 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).)

8.2 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, 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.

8.3 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.

8.4 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.

9 Assessment

9.1 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. All children are encouraged to self assess against the IPC Assessment Rubrics. 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.

9.2 The music subject leader keeps samples of children's work in a portfolio, which is used to demonstrate the expected level of achievement in music for each age group in the school.

10 Resources

10.1 There are sufficient resources for all music teaching units in the school. We keep instruments and other resources for music in a central store. The library contains a good supply of topic books and computer software to support children's individual research.

12 Monitoring and review

12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in music are evaluated and areas for further improvement are identified;
- uses specially allocated regular management time to review evidence of the children's work.

12.2 The quality of teaching and learning in music is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

12.3 This policy will be reviewed every three years or sooner if necessary.

Signed:

Ruth Payne

Date:

21/5/2014