



# MUSIC POLICY

Engage Enthuse Empower

Reviewed policy shared with staff on: Spring 2018

Policy to be reviewed again on: update when necessary

Committee responsible for review: Learning and Achievement

## Castilion Primary School

### MUSIC POLICY

#### Rationale

Music is a unique way of communicating that can inspire and motivate children. It is a means of 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 aim to provide opportunities for all children to create, compose, 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.

#### Objectives

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

#### Teaching and Learning Style

At Castilion Primary 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 is 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 and to understand musical notation. The teaching of composition is taught from Year 1 onwards allowing progression to be made from pictorial representation to using formal notation.

We know 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);
- 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

## **Additional Music Teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service, and this school has chosen to participate in the programme. Parents 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 individuals or small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, recorder, flute or clarinet. This is in addition to the normal music teaching of the school, and usually takes place during normal lesson time, from which children are withdrawn for the duration of the lesson.

## **Planning**

Our school uses the Musical Express scheme of work for music as the basis for its curriculum planning. We have adopted the scheme as 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.

The subject leader, in consultation with the class teachers, adapts plans to suit each particular year group. Sometimes the children study music topics alongside and within other subjects, particularly in EYFS and KS1. Through this programme of study we teach the knowledge, skills and understanding set out in the scheme.

The medium-term plans, which we have adopted/adapted from the Musical Express scheme, give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans.

In Foundation Stage the class teacher writes the lesson plans, which list the specific learning objectives and expected outcomes for each lesson. Key Stage 1 and 2 children follow the Musical Express scheme and in addition have a weekly singing assembly run by the music co-ordinator.

Our music planning is geared to these aspects of progress:

- 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 to allow all pupils to experience music regardless of age or ability.

## The Foundation Stage

We teach music in Nursery and Reception classes 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 and social development. Counting songs foster a child's

mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery Rhymes are an essential ingredient at this age.

### **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 is mathematically based. Timetables are often sung.

#### Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education 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 children. 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 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.

#### Music and ICT

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.

#### **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.

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

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to 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.

### **Assessment for Learning**

Children demonstrate their ability in music in a variety of different ways. Teachers and the music co-ordinator will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a topic, 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.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in the hall where there are boxes of equipment.

### **The School Choir/Orchestra 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 choir in which we encourage all children to join regardless of ability. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year. We have a Christmas carol concert to parents, we visit senior citizens in the local community and perform end of term concerts to parents and the rest of the school. The music co-ordinator liaises with each peripatetic teacher about their progress, and encourages groups of children to perform in weekly singing assembly time.

### **Monitoring and review**

The Head Teacher, Deputy Head and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and

parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out quality assurance, assessment moderation, book and planning scrutinies as part of their monitoring process.