

## Policy on Music

### Aims and objectives

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 better understand 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. This policy is part of an overarching school Arts Policy

Our objectives in the teaching of music are:

- To plan musical activities in such a way as to encourage full and active participation and enjoyment by all children.
- To develop the children's understanding of the inter-related dimensions elements of music (pitch, duration, dynamics, timbre, texture and structure) that form the basis of the music curriculum.
- To encourage the children to use these skills through varied units of work which cover composing, performing, listening and appraising.
- To ensure musical participation through whole school, class, group, or individual activities.
- To begin to use and understand staff and other musical notations
- To make use of some ICT resources in music making.
- To provide a range of instrumental tuition. School staff members will give recorder classes, when appropriate, and peripatetic teachers will provide tuition for other instruments.
- To appreciate and understand music drawn from different traditions and from great composers and musicians.
- To promote enjoyment through listening to professional musicians who visit the school and provide opportunities for participation in practical workshops.
- To encourage children to participate in music-making activities outside the school, e.g. through singing carols in the local precinct at Christmas, music workshops etc

### Teaching and learning style

At Stanford in the Vale 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 challenge (not all children complete all tasks);
- grouping children by ability in the room 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.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Some 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 small groups of children who have chosen to learn one of a variety of instruments, such as strings. 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. Private teachers are used to teach Drumming, guitar, brass and piano.

In Year 5 the children have the opportunity to learn an instrument as a class orchestra, being taught by a First Access Scheme teacher from the county. This provides an opportunity for children to use and be taught a range of orchestral instruments, which we hope they will continue personally after Year 5.

### **Music curriculum planning**

Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme 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.

We use *Music Express* as a scheme of work throughout the school. This provides an excellent level of progression between the key stages, where each year group builds on what the children were taught the previous year. *Music Express* uses the national curriculum objectives. In this way, we ensure that children have complete coverage of the national curriculum, and do not repeat topics. We use Charanga Musical School to teach Recorders through the school where appropriate, as well as support units of learning through the school.

### **The Foundation Stage**

We teach music in Foundation Stage 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.

### **The contribution of music to teaching in other curriculum areas**

Music contributes significantly to all topic areas in our school. Where possible, the Music curriculum is used in conjunction with our topic teaching. This provides the children with a more holistic view of music and how it has developed throughout history and a variety of cultures. 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. 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.

### **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 through the Internet. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. We use a

programme called "Groovy" in ICT, which is differentiated to suit age and ability. This provides children with an opportunity to use music software and compose their own pieces electronically.

### **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: 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, 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.

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, e.g. 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 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 of attainment, and records these grades on Classroom Monitor. We use this as the basis for assessing the progress of the child. The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school. Three children from each year group are monitored and tracked by the music coordinator closely throughout the year. This is done using Classroom Monitor where data is entered by the class teacher. This is used to ensure children are making sufficient progress in music across the whole school.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep a good supply of clearly labelled resources for music in a central area, which is easily accessible by adults and children. CDs to support listening to music are kept in a cupboard in the Hall along with a supply of song books. The library contains a good supply of topic books to support children's individual research.

### **The school choir/band 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, which we encourage all children to join. 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, e.g. at the Christmas carol concert. School Band meet once a month and perform at school events. The band rehearsals are supported by members of the local community.

Children who have been identified as gifted and talented are actively encouraged to participate in musical sharing opportunities such as Collective Worship, and celebration services.

### **Monitoring and review**

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 s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

**Written June 2014**

**Interim review February 2016**

**To be reviewed June 2016**