

Netherleigh and Rossefield School

Music Policy

September 2016

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 individuals. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to understand better the world that they live in. Besides a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important role 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 requisite skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 Our main objectives in the teaching of Music are:
- 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 great piece of music was written;
 - Develop the inter-related skills of composition, performance and appreciation.

2 Teaching and Learning

- 2.1 Our school's commitment to high quality Music teaching is underlined by our employment of a specialist music teacher, who teaches a weekly music lesson to all classes in school.
- 2.2 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.

2.3 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 common tasks which are open-ended, and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity adapted to the ability of the child;
- Using peer support – we partner pupils of disparate ability;
- Providing specialist support where individual children have particular gifts or talents.

3 Additional Music Teaching

We offer recorder lessons and the choir as an opportunity to engage further in music. Individual piano lessons are also delivered in school.

4 Music Curriculum Planning

4.1 We use the national programmes of study as the basis for our curriculum planning, supplemented by the Music Express series and we have adapted this to the local context of our school. 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 in the scheme of work means that the children are increasingly challenged as they move through the school. The 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 Our curriculum planning is in three phases: long-, medium-, and short-term. Our long-term plan maps the music topics studied in each term during each Key Stage and Year group. The subject leader works this out in conjunction with their teaching colleagues in each year group. In some cases, we combine the musical study with work in other subject areas, especially at Key Stage 1.

4.3 Our medium term plans give details of each unit of work for each term. As we have mixed-age classes, we do the medium term planning on a two-year rolling programme. In this way, we ensure that children have complete coverage of the curriculum. The specialist music teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes.

5 The Early Years Foundation Stage

5.1 We teach music in Reception as an integral part of the topic work covered during the year. As Reception is part of the 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 two 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 makes a significant contribution to the teaching of English in our school because it actively promotes 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 ICT: We have provision for children to use software packages that complement their knowledge, skills and understanding of music. This includes sound editing software.

6.4 PSHEE & C: Music contributes significantly to the teaching of PSHEE & C. 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.

7 Music and Inclusion

7.1 At our school, we teach music to all children, whatever their ability. 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 progress. We strive hard to meet the needs of those pupils with SEN, and take all reasonable steps to accomplish this.

8 Assessment and Recording

8.1 Children demonstrate their ability in music in a variety of different ways. Our specialist music teacher will assess children's work by making judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives written or oral feedback as necessary, in order to inform future progress.

9 Resources

9.1 We have good quality resources to be able to teach Music. We keep instruments and other resources in a central store. The library also has a supply of music related books.

10 The School Choir and Musical Events

10.1 We believe that music enriches the lives of people, and so we wish to involve as many of our pupils 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, for example, at the Christmas concert.

11 Monitoring and Review

11.1 It is the responsibility of the Senior Management and/or staff as delegated to monitor the standards of children's work and the quality of planning and teaching in music. This may also involve supporting colleagues in their knowledge and understanding, keeping up to date with developments in the subject, and providing a strategic lead and direction for the subject in the school, as well as reviewing strengths and weaknesses, and indicating areas for development.