



Music Policy

Date Agreed by Governors:

Review Date: _____

Signed: _____ **(Chair of Governors)**

Signed: _____ **(Headteacher)**

Music Policy 2020-2022

1. Aims & Objectives

Implementation Statement:

Pupils add to their breadth of musical understanding by singing, playing and composing in a wide range of musical styles, and appraising music from different genres. We encourage pupils to listen to and appraise music with increasing concentration and a more detailed understanding as they progress through the school. In their music lessons, pupils use their voices expressively by singing songs and raps and speaking chants and rhymes. Pupils will be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. Class teaching will be supported where appropriate by specialist music tutors. Assemblies will also provide an opportunity to practise singing. Music lessons are linked to other subjects where appropriate, and music is used in a variety of lessons and activities to create mood, atmosphere and aid thinking and creativity. The Charanga programme supports our teaching of music across the school. Children have the opportunity to join different musical extra-curricular clubs offered by staff throughout the year.

1. Our aims:

- To ensure that all children take part in the various aspects of music, as stated in the National Curriculum.
- To guide all children to discover and appreciate various aspects of music.
- To encourage children to develop their natural abilities and aptitudes through participating in musical activities.
- For children to use music, in particular singing, to take part in acts of worship and enhance their spiritual, social, moral and cultural development.
- For children to progress in all areas, building on previously learned skills and to make the musical experience rewarding.

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 appreciating, composing and performing music.

2. Teaching and learning style

At Sherdley 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 lies at the heart of good music teaching, and the children have the opportunity to sing regularly through collective worship. Our music 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 also teach children to make music together, to understand musical notation, and to compose short 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 difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child.

3. Additional music teaching

Currently, Key Stage 2 children are offered the opportunity to learn to play a woodwind instrument through St Helens Music Service. They pay a small fee towards this each year. From September 2020, some KS2 classes have whole class instrumental tuition provided by St Helens Music Service.

The above peripatetic lessons are taught to small groups of children. 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. An extra-curricular choir club takes place during the year for Key Stage 2 children in Years 3 to 6 (Autumn and Summer). A recorder club is also run for Key Stage 1 children throughout the year. Children in the Key Stage 2 choir have a number of performance opportunities throughout the year, including Young Voices, School's Christmas Sing, Supersing (with St Helens Music Service), internal school concerts, local community performances as well as our annual KS2 production.

4. Music Curriculum Planning & Time Allocation

All children are entitled to one session of music curriculum teaching per week. This should last 45 minutes to 1 hour.

Our school uses the national curriculum for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into our scheme of work means that the children are increasingly challenged as they move through the school. It is recommended that units are taught using the Charanga scheme, which offers detailed lesson plans, access to an extensive library of online music and a range of teaching resources. These are supplemented where necessary and appropriate by additional resources. Each unit of work has a clear 'outcome' towards which children are working.

We carry out the curriculum planning in music in two phases (long term and medium-term). The long-term plan maps the music topics studied in each term during the key stage. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the Charanga scheme, give details of each unit of work for each term.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experience;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

The Foundation Stage

We teach music in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the strand of 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.

5. 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. Songs are a great tool for learning mathematical facts, such as times tables.

PSHE

Music contributes significantly to the teaching of Personal, Social and Health Education. Through the common goal of making music, children learn to work effectively with other people, and to build 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 have opportunities to perform throughout the year, in the form of special events, concerts within school, choir performances, class performances, the nativities and other productions.

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 Sherdley Primary 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.

Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. To prepare children for life in the 21st Century, it is essential that they explore how these subjects are now inextricably linked. Children use computer programs to compose music. They also use ICT to enhance their research skills using the internet. (Use of the Internet is in-line with our Internet Safety Policy). They listen to music on the Internet, and they occasionally record their own compositions using computer and tablet recording software such as Garage Band. They might experiment with editing vocal recordings. Children also use computing skills to improve the presentation of their work. The purchase of a full class set of iPads also increases the variety of teaching resources, with a range of apps available for children to use to aid in their composition of music.

Music and Science

Music can enrich the understanding of learning about how different sounds can be made and how sounds can be changed. This is part of the statutory Key Stage 2 curriculum.

Music and History/Geography

Through singing songs and listening to music from different times and places, music can enhance children's understanding of the past and the cultures of other countries.

Music and Physical Education

Dance provides direct links with music in that it gives children opportunities to respond to music through movement.

Music and Religious Education

Through singing songs in assemblies and as part of our religious celebrations, music plays an important role in our worship, understanding and celebration of different faiths.

Music and Modern Foreign Languages

Music is a superb tool for learning new vocabulary and is at the centre of our French curriculum.

6. Music and Inclusion

At Sherdley Primary 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 excellent 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, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and 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 end of year group expectations. This helps 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, for example a visit to the Liverpool Philharmonic, we carry out risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. 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, and recordings where appropriate. 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.

The music subject leader keeps samples of children's work in a portfolio, which he could use to demonstrate the expected level of achievement in music for each age group in the school, should it be required.

Beginning in September 2019, children's attainment and progress will be tracked using Age Related Expectations (ARE's) for each year. This is kept up to date on a lesson by lesson basis and this way any children falling behind are quickly identified and supported. The music subject leader will use the data from this to track attainment and progress across the school.

8. Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music centrally in a cupboard in both the infant and junior hall. Instruments include a variety of tuned and un-tuned percussion.

9. Current Opportunities for Music Making

- Whole school singing;
- Class music lessons;
- Key Stage 2 choir (Autumn and Summer term);
- Peripatetic saxophone, clarinet and flute lessons;
- Class visits to Royal Liverpool Philharmonic Hall;
- KS2 Production
- Throughout the year there are a number of opportunities for clubs and classes to perform, for example, class assemblies, Family Learning Weeks, end of term and outcome concerts for families.

10. Monitoring and Review

The music subject co-ordinator is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject co-ordinator also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school.