



Signed by Chair of Governors

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Music Policy

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and plays an important part in personal development. Music reflects contemporary culture and society, and so the teaching and learning of music enables children to better understand the world they live in. It plays an important part in helping children 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. Through their growing knowledge and understanding of music, they develop more positive attitudes towards other cultures and societies.

The aims of music teaching are to enable children to develop:

- descriptive skills- using and controlling the expressive musical elements.
- disciplined skills- rhythmic skills, which develop the sense of pulse and rhythm, and melodic skills, which develop the sense of pitch and phrase;
- ensemble skills- performing music with others.
- ongoing skills- singing, listening and responding, for example through movement or dance, and composing.

Teaching and learning styles

At school music is 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 and to appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can convey feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We teach children how to work with others to make music and how instruments combine to make sounds. We teach formal and informal musical notation and how to compose music. Currently, Year 2 learn the Ocarina, year 3 & 4 have Samba as part of their curriculum and years 5 & 6 learn the ukulele. These are all not only designed to develop personal musical ability, but to foster the appreciation of group performance.

Differentiation/Inclusion/SEN/Gifted and Talented

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (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;
- making reasonable adjustments for pupils with a disability.

Planning

Our school uses the objectives from the National Curriculum 2014, supported by Music Express, as the basis for its curriculum planning. Topics that the children study build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

The medium-term plans, which Music Express has adapted from the NC, give the fine detail of each unit of work for each term. The music subject leader is responsible for reviewing these plans. As we have mixed-age classes, some medium-term planning is done in rotating cycles.

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 Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals.

The contribution of Music to teaching in other curriculum areas

English

Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

Music contributes to the teaching of mathematics in that 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.

Personal, social and health education (PSHE) and citizenship

Through the common goal of making music, children learn to work effectively with other people and build up good relationships.

Spiritual, moral, social and cultural development

Listening, creating or performing 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 school have the opportunity to encounter music from many different times and places; music from different cultures; music from the past and present and music by well-known composers and performers.

Assessment for Learning

Teachers assess children's work in music by keeping informal judgements and providing feedback as they observe them during lessons. On completion of a task, the teacher makes an assessment and provides comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the progress of each pupil, according to the learning objectives. Performance opportunities throughout the year provide the children with opportunities to appraise and support each other.

Resources

There are sufficient resources for all music teaching units in the school. Music resources are kept in a central store where there are boxes of similar instruments. These boxes are labelled with names and pictures to aid recognition. Class One's resources are mainly class-based. All staff use the Music Express published resources to aid their teaching of music, with the exception of where

the children are given opportunities to learn an instrument. It is the job of the music coordinator to check stock and ensure sufficient resources are available.

Monitoring and review

The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Health and Safety

Many forms of bacteria, which can cause illness, can pass from person to person via saliva. Therefore, wind instruments, e.g. recorders and whistles, should be sterilised and rinsed after each child's use. The class teacher should model hygienic practice, and is responsible for mixing up the solution and ensuring the instruments are sterile before they are returned ready for use by other pupils. Electrical equipment, e.g. CD players and tape recorders, is checked annually.