



## Music Policy

October 2015

## **Introduction**

The music policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects the agreed approaches to the whole school issue, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

## **Rationale and Purpose**

Music is an on-going process through which all children are given opportunities to develop specific skills, knowledge and understanding and have opportunity to express themselves through this media. It enables children of all abilities to use their creative imagination to achieve their potential with guidance given criteria. Children work individually and within a group or class to develop their personal skills. Music is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to the other areas of the curriculum.

## **Aims**

Music is used to inspire and motivate children. It allows children to communicate in a different way and enhance their creativity. Children are taught to compose, play, perform, evaluate, and appreciate music. Children learn about the technical aspects of musical structures and notation.

The school will ensure that all children from foundation stage to the end of Key Stage 2 should:-

- Have an entitlement to an enriching broad and balanced curriculum.
- Enjoy active involvement in music.
- Have the confidence as well as the skills and experience to communicate their ideas through music.
- Have the opportunities to experience a range of music activities and show progression.
- Have the opportunities to learn about music from different cultures and periods.
- Become audibly secure and be able to identify and apply the key elements.
- Develop the ability to analyse and make informed critical judgements about professionally produced music and develop their own personal music and the work of their peers, using appropriate language.
- All pupils will be given the access to the experience of music regardless of gender, race or disability.
- To study and aspect of music in depth – an instrument or musical composition via technology.

## **Objectives**

There are a wide range of objectives that span the 4 to 11 age range. These have therefore been divided into the three phases that exist within these age groups. (Foundation, Key Stage 1 and Key stage 2). It is important to understand that within these groupings there is flexibility and movement which varies according to the abilities of the individual pupils

## **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS) there music is an integral part of each day, through daily routines and activities as a part of the EYFS curriculum.

In their own work children should be able to:-

- ■ Join in singing favourite songs.
- ■ Create sounds by banging, shaking, tapping or blowing.
- ■ Show an interest in the way musical instruments sound.
- ■ Enjoy joining in with dancing and ring games.
- ■ Sing a few familiar songs.
- ■ Sing to themselves and make up simple songs.
- ■ Tap out simple repeated rhythms and make some up.
- ■ Explore and learn how sounds can be changed.
- ■ Imitate and create movement in response to music.
- ■ Begin to build a repertoire of songs and dances.
- ■ Explore the different sounds of instruments.
- ■ Begin to move rhythmically.
- ■ Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

## **Key Stage 1**

Pupils will experience music teaching in line with the Music Express Scheme of work. In addition an annual Christmas production which combines singing and musical accompaniment and a range of assemblies as part of worship.

On their own the children should be able to:-

- Show development in their ability to create music.
- Work with confidence using voice and a variety of instruments.
- Have the opportunity to experiment with a wide range of instruments and begin to understand their potential, to become familiar with their characteristics
- To develop their confidence and competency when working with instruments to create their own simple compositions.
- Understand and use the language of music when relating to their work and the work of others.
- Make appropriate choices of voice and instruments to support their work.
- Develop an increasing ability to appreciate their musical environment and show an ability to analyse in simple terms what they hear.

- Understand and apply basic principles of music to include beat, rhythm and composition when applied to singing, instrumental work and general music appreciation.
- Record their work to include individual and group performances using tapes, CD's and DVD's.
- Be realistic about their music abilities in music and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their work.
- Recognise the difference in approach taken by musicians in their work
- Recognise that music differs from culture to culture and reflects the times in which they were produced.
- Relate their music to other curriculum areas.
- Use music as a medium to give expression of their world.
- Give pupils the opportunity to experience live music from visiting musicians.

## **Key Stage 2**

Pupils will experience music teaching in line with the Music Express Scheme of work. In addition pupils we take part in various assemblies and productions throughout their time in Key Stage 2.

In their work the children should be able to:-

- Show development in their ability to create music.
- Work with confidence using voice and a variety of instruments.
- Have the opportunity to experiment with a wide range of instrument and begin to understand their potential, to become familiar with their characteristics and to develop their confidence and competency when working with them to create their own simple compositions.
- Understand and use the language of music when relating to their work and the work of others.
- Make appropriate choices of voice and instruments to support their work.
- Develop an increasing ability to appreciate their musical environment and show an ability to analyse in simple terms what they hear.
- Understand and apply basic principles of music to include beat, rhythm and composition when applied to singing, instrumental work and general music appreciation.
- Record their work to include individual and group performances using CD's, DVD's and online media.
- Be realistic about their music abilities in music and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their work.
- Recognise the difference in approach taken by musicians in their work
- Recognise that music differs from culture to culture and reflects the times in which they were produced.
- Relate their music to other curriculum areas.
- Use music as a medium to give expression of their world.
- Give pupils the opportunity to experience live music from visiting musicians.
- Give pupils the opportunity to extend their musical skills through offering tuition by specialist musicians.

## **Teaching and Learning Style**

Music is an activity that needs significant skilled teacher input, incorporating direct involvement with the children in the lesson in order to set appropriate tasks, to impart specialist knowledge, to lead activities, to monitor and develop the children's progress and to ensure each child reaches an appropriate standard.

Within the teaching of the subject there will be:-

- Use of a variety of approaches that are matched to the activity and ability of the children
- Opportunities to listen to a wide range of music from a diverse range of cultures
- Opportunities to examine and play a wide range of traditional and multicultural instruments
- Directed learning for children with Special Educational Needs in planning to develop their confidence and self-esteem
- Clear links to I.T. where appropriate, for example composition work
- Planned encouragement for the children's development of personal and social skills, this to be fully inclusive and give equal opportunity for pupil to access learning
- Direction to work individually, in pairs, small groups and a whole class as required
- In Year 5 learn how to play a musical instrument via tuition in pairs or three's. Children are allowed to choose to play the drums / percussion, guitar. Keyboard or to compose using music technology.

## **Planning**

All year groups use the Music Express programme of study, Long term planning shows the topics studied by each year group throughout the school year. Short term plans provide information about individual lessons.

Links across subjects:-

Literacy – Music as a stimulus for a piece of writing or a description, music to enhance a reading, music to create a mood (background), music in a performance.

Maths – Counting beats, noticing patterns.

ICT – Composing using a programme

History – Composers and periods of music

Geography – Where music comes from, around the world

Art – Stimulus for producing artwork

Technology – Making musical instruments

PE – Dance

## **Attitudes**

Through Science we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for living things, in addition to 'Habits of Mind'.

## **Inclusion/Equal Opportunities**

Children should not be discriminated against in terms of gender and race. All children have the opportunity to participate fully in music lessons and activities. As part of the National Curriculum children will experience music from various countries and cultures.

## **SEN and Differentiation**

Musical activities are particularly effective in the education of the children with learning difficulties of any kind, ranging from physical, social or emotional problems. Music is broad and open ended providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and appropriate for all children of any ability. Music helps to focus on what makes children similar and equal-not different.

## **Assessment for Learning**

It is the policy of the school to access all pupils receiving National Curriculum Music teaching. This will usually be carried out by the class teacher or other staff who are delivering the music lessons.

Formative assessment: making an assessment of progress during a lesson or a series of lessons. Children are encouraged to evaluate their own work and make judgements about how to improve it.

## **Monitoring and Review**

The work of the subject leader involves supporting all 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. The subject leader is responsible for providing the head teacher with an evaluation of the subject when it is required and must be able to indicate strengths, weaknesses and areas for improvement