



## 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 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 enables children to better understand the world 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.

The aims of music teaching are to enable children to:

- 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 performing, composing and appreciating music.

### **Teaching and learning styles**

At Holbrook Primary school we make music an enjoyable 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. 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 children how to work with others to make music and how individuals combine

together to make sounds. We also teach them musical notation and how to compose music.

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 tasks 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 will 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. Peripatetic music teaching is organised by the local authority's music service and this school has chosen to participate in the programme. Parents who want their children to take part 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 the guitar, keyboard, clarinet, drums, viola, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal school hours from which children are withdrawn for the duration of the instrumental lesson.

Each year the children have an opportunity to perform in assembly to the rest of the school and also to their parents at the School Music Concert.

### **Music curriculum planning**

Our school uses the national scheme of work for music as the basis for its curriculum planning alongside 'Music Express'. We have adapted the national scheme so that the topics 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 planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases i.e. **long-term, medium-term and short-term**. The long-term plan maps the music topics studied in each term during the key stage. The music subject leader

works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. 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 adapted from the national scheme, give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

The class teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans and the class teacher and subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

1. Increasing breadth and range of musical experiences;
2. increasing challenge and difficulty in musical activities;
3. Increasing confidence, sensibility and creativity in the children's music making.

## **Foundation Stage**

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 of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG) 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 increases a child's knowledge and understanding of the world.

## **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 when finding out about the history of music and musicians. Music is also used to stimulate discussion or ideas from 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.

## **Information and Communication Technology (ICT)**

ICT is used in music when appropriate. Children use computer programs to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet and they also record their own presentation of their work through the use of ICT.

## **Personal, social and health education (PSHE) and citizenship.**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and 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.

## **Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even a 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 **Holbrook** school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of music; they develop more positive attitudes towards other cultures and societies.

## **Teaching music to children with special learning needs**

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy providing a broad and balanced curriculum to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have specific learning needs. Our assessment process looks at a range of factors – **classroom organisation, teaching styles and differentiation** – so that we can take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus may lead to the creation of an Individual Educational Plan (IEP) from children with specific learning needs. The IEP may include, as appropriate, specific targets relating to music.

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 musical festival at another school, we carry out a risk assessment prior to the activity to ensure that the activity is safe for all pupils.

### **Assessment and recording**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. 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 their attainment on an assessment sheet. We use this as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Teachers make recordings of children's work to use as an assessment tool. 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.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and there is sufficient software to support children's individual research.

### **The school choir 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 that meets once a week and we encourage all children to join. Although the primary aim of the choir is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert, the Horsham Schools Music Festival and the school's Music Recital.

We have a growing number of children learning a musical instrument and every child in KS2 has the opportunity to play the recorder.

### **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. The music subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject.

**Reviewed: Summer 2009**

**Governor Signature: .....**      **Date .....**

**Next Review Due: .....**