

Music Policy

This policy is a whole school policy including EYFS

1. 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 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 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.

1.2 The aims of music teaching 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 influenced by the time, place and purpose for which it was written;
- Find enjoyment in creating music and see themselves as musicians
- Develop skills to use a wide range of pitched and non-pitched percussion playing them with appropriate technique and having knowledge of the instruments
- Feel able to express their ideas and feelings through composition and when listening to music
- Learn to listen and analyse a piece of music in terms of its structure or form, instruments and emotional context.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing
- Develop the interrelated skills of performing, composing and appreciating music
- Understand basic musical terminology and implement it in class
- Learn the basics of playing an instrument in KS1. Percussion in Year 1. Ocarina in Year 2 and recorder is learnt as a class in Year 3, while keyboard is taught in Year 4 and 5. Ukulele is taught in Year 6.

2. Teaching and learning style

2.1 At Springmead 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 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, rhythm and pitch. We also teach children how to work with others to make music and how individuals combine together to make sounds.

2.2 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;

3. Additional music and LAMDA lessons teaching and opportunities

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate 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 individuals or small groups of children who have chosen to learn one of a variety of instruments. Currently theory, recorder, singing, flute, guitar, piano, clarinet, saxophone, trumpet, fife, cornet and LAMDA lessons are offered on this basis. 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. We also offer 'introduction to music lessons, aimed at KS1 with the aim of encouraging take up of an instrument.

3.2 Recorder and ocarina is offered as an optional lunchtime club to children Year 3-6

3.3 Children who are playing instruments at approximately Grade 1 level are invited to join the Springmead Ensemble, running every term. This runs as an after school club and is an extension club, this is offered most terms, depending on the

children's musical ability.

- 3.4 All children from reception to Year 6 take part in weekly singing sessions as well as hymns in assembly.
- 3.5 Children can join the Springmead Prep Choir or the Music Performance Club. from Year 3. 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 throughout the year including Harvest and Christmas.
- 3.6 A pre prep choir takes place as a lunchtime club for children in Reception to Year 2 offering performance opportunities in the annual Showcase among others.
- 3.7 We hold weekly assemblies at which children can choose to perform to their peers.
- 3.8 We offer production club to support children learning roles for productions.

4.0 Music curriculum planning

4.1 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.

4.2 We carry out curriculum planning in music in two phases (long-term and short-term). The long-term plan maps the music topics studied in each term during the key stage, as well as continuing to develop musical opportunities in the Subject Development Plan. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 The short-term plans are provided in the subject planning and subject leader folders and give details of each unit of work for each term. The music subject leader is responsible for reviewing these plans.

4.4 The teachers develop a lesson plan/daily plan and lists the specific learning objectives.

Our music planning is geared to three aspects of progress:

- 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.

4.5 Where appropriate listening, composing and singing material is linked to the class theme and taught through the theme based curriculum.

5.5 Foundation Stage

5.1 We teach music in the Nursery and Reception classes as an integral part of the topic work covered during the year and in reception as a discrete subject as

well. 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 Years Foundation Stage, 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.

6.0 The contribution of music to teaching in other curriculum areas

6.1 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 the internet and 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. English is embedded in music lessons, particularly with use in public speaking, performing, listening and writing.

6.2 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. Maths is frequently embedded in music lessons through counting, bar division and rhythmic patterns.

6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. The interactive whiteboard is used to play musical clips from specific music websites

6.4 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.

6.5 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 Springmead

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.

All subjects contribute to many aspects of the themed curriculum of which music plays an important part.

7.0 Teaching music to children with special needs and disabilities

7.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of individual children.

8.0 Assessment and recording

8.1 Assessment will largely be carried out informally by the specialist music teacher during the course of the music sessions. Immediate feedback will be given to the pupils through brief discussion. More extended group work will receive written feedback. There will also be ongoing self-appraisal by the children. When evaluating progress, emphasis will be on an individual's ability to learn new concepts, confidence in performing and listening and a child's appraisal skills.

8.2 Achievement in music is celebrated in performance. This may be by the whole school as well as smaller performances by groups or individuals as opportunities arise. Each class has at least one summative assessment per half term with formative assessment forming an integral part in weekly lessons.

9.0 Resources

There are sufficient resources for teaching all music in the school. These are kept in labelled boxes and shelves, centrally in the music room. These include keyboard, for use with Year 5 and 6, glockenspiel for Y2-4 as well as a full set of boomwhackers for Y1-2. In addition there are some smaller pitched and unpitched percussion instruments suitable for the Foundation Stage.

10.0 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. There are many opportunities throughout the year for children to sing and play instruments in public. These include services at Harvest and Christmas, Mid Somerset Festival, Annual Showcase, Performance Platform and summer, spring and Christmas productions. Children having peripatetic music sessions are given the opportunity to take exams with ABRSM, LCM, LAMDA and Trinity depending on the needs of the pupil.

11.0 Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The music subject leader is responsible for evaluating the strengths and weaknesses in the subject and indicates areas for further improvement.

11.2 This policy will be reviewed at least every year in conjunction with the School Principal and staff.

Signed:

Date: