

# BORROW WOOD PRIMARY SCHOOL



## Music Policy

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### Philosophy

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

### Purpose of this Policy

- To support the raising of standards in the subject across the school.
- To provide teachers with a common understanding of how Music is taught throughout school.
- To support consistency and entitlement to provision for all pupils in school.
- To promote pupils' social, moral, spiritual and cultural development.

### Guidelines

- All children are entitled to access to the National Curriculum (NC) for Music.
- Music is a foundation subject in the NC.
- Planning is in line with National Curriculum requirements for KS1 and KS2 and the Foundation Stage curriculum.
- The New National Curriculum sets out the subject content of the Music curriculum.
- The Music Co-ordinator will monitor and review coverage in line with the content specified in the new National Curriculum.

## Aims

The teaching of music contributes to the whole school aim to develop a centre of excellence in which all individuals are encouraged to develop their maximum potential.

- To develop an understanding and enjoyment of music.
- To provide opportunities for singing, playing and listening, improvising and composing.
- To give children many opportunities to perform independently, or as part of a group with increased confidence, experiencing the fulfilment derived from focusing creative energy in music using voice and instruments.
- To develop an understanding of musical notation.
- To offer a variety of musical experiences reflecting different times, composers and performers, styles and cultures.
- To develop an understanding of the history of music.
- To provide opportunities for children to make sensitive and critical responses to music.
- To explore and encourage respect for different musical tastes and talents.
- To meet the requirements of the New National Curriculum, providing opportunities for performing and composing, listening and appraising.
- To give each child the opportunity to modify, evaluate and improve their work through assessment for learning.
- To ensure that each child has a valued part to play.

## Objectives

All pupils should have the opportunity to:

- Listen to both live and recorded music from a wide range of composers and cultures and to be able to respond in a variety of forms reflecting their ability to use musical knowledge and language.
- Listen to music from different times, places and cultures.
- Learn songs from different times, places and cultures using a wide repertory of styles and cultures and perform as a soloist, in a group, or in a large ensemble, using material which is relevant to their age and stage of musical development.
- Acquire musical skills and concepts which allow them to respond to a variety of stimuli in order to produce compositions and improvisations for different audiences and performers.
- Understand and apply the musical elements of pitch, duration, dynamics, tempo, timbre, texture, and their use within musical structures.
- Acquire musical skills which enable them to play a range of classroom instruments including percussion and tuned percussion, ocarina, recorders and steel drums.
- Develop the ability to represent and record sounds by invented symbols or by traditional notation.
- Develop improvisation skills using the voice, found sounds and classroom instruments.

- Develop musical terminology in order to communicate musical ideas to others.
- Develop the ability to make informed choices and judgements about their own compositions and those of others.
- Be able to express personal preferences with regard to music and to have respect for the preferences of others.
- Be able to explore, create, select and organise sounds.
- Develop the ability to co-operate within a group situation.
- Develop the ability to accept and give constructive criticism.
- To extend their instrumental and vocal skills through involvement in school assemblies and school productions and other events

### Wider Opportunities

Wider Opportunities provision takes place in Years 4 and 5 and children are given the opportunity to learn a musical instrument.

Whole school singing takes place once a week.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

### Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by the Derbyshire City and Council Music Partnership. Parents who want their children to participate in the scheme are able to obtain details about this from the school office. 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 and violin. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

### Music curriculum planning

Our school uses a commercial scheme, Music Express, for music as a guideline for its curriculum planning. 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. Teachers are also encouraged to refer to other resources and ideas too in order to provide an enriched music learning environment.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term in each class and have been planned, where possible, to support the topic cycles. The medium-term plans give details of each unit of work for each half term.

Short-term planning adapts the medium-term plan to meet the needs of the pupils as assessment for learning takes place throughout the unit.

#### Cross-curricular planning

Music is a subject that is easily linked to other subjects in the curriculum. At Borrow Wood natural links with other curriculum areas are fully exploited (e.g. Geography, Art and Design, History, DT, Drama, Maths and English).

#### Differentiation

Each child has different needs. For individuals to be challenged but not discouraged, tasks should be provided which are matched to ability and interest level.

Differentiation is therefore a key issue and as some music activities will be open-ended and differentiation will sometimes be by outcome, all children need to be supported by relevant questioning and interventions by the teacher.

Planned differentiation is also important in certain activities e.g. accompaniments, compositions. Some children may have many skills acquired through instrumental tuition, while others may have particular problems with co-ordination which require sensitivity and a degree of individual attention.

#### Assessment and recording

A whole school tracking system is currently being developed in line with the new national curriculum expectations in music.

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. 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. 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.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the New National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

#### Role of the Co-ordinator

The role of the Music Co-ordinator is to:

- Lead the subject of Music throughout the school, providing support and advice where needed.
- Be aware of the current thinking and documentation in the subjects and share that knowledge with colleagues, attending courses when necessary.
- Monitor Medium and Short term planning

- Understand the characteristics of high quality teaching in the subject and how to improve and sustain high standards of teaching, learning and achievement for all pupils.
- Maintain an informal and formal monitoring brief over the subject scrutinising planning and observing lessons, providing constructive feedback to staff on areas that could be improved, contributing to raising the standard of teaching and learning.
- Be fully aware of the developmental place of the subject over the next year as shown in the current SIP and CDP and develop an Action Plan to reflect the year's development.
- Be fully aware of how the area may develop over the next three years.
- Provide the Head Teacher with suggestions for prioritised spending within the subjects both in the short and long term.
- Inform SMT of the needs in the area with regard to financial outlay and curriculum development, in addition to those outlined in the SIP and CDP.
- Organise or lead music INSET when required
- Co-ordinate extra-curricular opportunities, ensuring quality provision.
- Organise out of school visits for Musical activities

#### Equal Opportunities

The music policy reflects the school's policy on equal opportunities. All pupils have the entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for making music e.g. lessons from peripatetic staff, practising on instruments, singing.

The repertoire of songs and listening material will be carefully chosen to represent a range of cultures.

#### Inclusion

The music policy reflects the school's policy on SEN including more able pupils. Music is available to all pupils, regardless of their ability and a variety of teaching methods will be employed. Children who demonstrate a particular talent will be catered for through differentiation, encouragement to participate in extra-curricular and directed towards specialist external teachers/groups.