

Music Policy – Spring 2018

*Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC).
The contents of this policy are fully in keeping with this commitment.*

Introduction

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.

Aims

The aims of music teaching are to enable children to:

- recognise and understand how sounds are made and then organised into musical structures;
- experience how music is made through a variety of instruments;
- recognise how music is composed and written down;
- learn about and sing songs from around the world including the British Isles;
- learn about, through music, a wide variety of different cultures and faiths.
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing, appraising and listening to music.

Implementation

At Colehill First 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 and pitch. We often teach these together. We 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.

The main weekly music lesson for all year groups is delivered by either class teacher or teaching assistant with a music speciality.

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:

- planning tasks which are open-ended and can have a variety of responses;
- devising tasks of increasing difficulty (not all children complete all tasks);
- utilising teaching 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 our specialist peripatetic teacher. Peripatetic music teaching is organised by the school. 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 small groups of children or individuals who have chosen to learn the instrument. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, playtimes or lunch times. Dorset Music Service's 'Musicianship' program is utilised by Key stage 2 and provided by our peripatetic teacher. Children are then identified through this program and offered free taster sessions from Dorset Music Service to encourage them to learn to play a musical instrument. Recorder tuition is also offered 'in house' during a lunchtime and in normal school sessions.

There is a weekly whole school singing assembly with all teaching staff to build the Colehill singing community, which is led by a professional musician.

Music curriculum planning

Our school uses the "Charanga" scheme, which covers all of the objectives in the National Curriculum for music.

The scheme provides a long-term overview, mid-term break down and more detailed individual lesson plans for each year group. A steady progression plan has been built into Charanga, ensuring consistent musical development throughout the year and from one year to the next.

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 (ELGs) for 'Expressive Arts and Design'. Music also 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 understanding of the world. We encourage the children's creative development in music through use of percussion instruments, which are readily available for the children to use in both focused and independent tasks.

The contribution of music to teaching 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. 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.

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 where appropriate. Children use computer programmes to distinguish sounds and to compose music. Video clips from the internet are used in class music lessons to demonstrate teaching techniques. Audio CD's are used to listen to music and for backing tracks to accompany singing. Ipads can be used to record activities and show achievements in Music and photographs are taken to show breadth of performing skills.

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 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 Colehill First School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, we hope they develop more positive attitudes towards other cultures and societies.

Teaching music to children with special needs

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 children with learning difficulties, and our work in music takes into account the targets set for individual children in their provision maps.

Assessment and recording

The teacher assesses children's work in music by making informal judgements as they observe them during lessons. At the end of each year the children are assessed to see if they have met the Age Related Expectations for Music. This assessment is then passed on to the next class teacher and is monitored by the Music leader. An annual report to parents will detail children's progress and achievements.

The curriculum leader for music keeps digital samples of children's work on the school's shared drive, which can be used to demonstrate the expected level of achievement in music for each age group in the school.

Resources

The “Charanga” scheme is an on-line resource, containing planning, music and photocopiable material for each year group. A good range of classroom percussion, both tuned and untuned, is available. One electronic keyboard is available. A variety of CDs are kept which are continually being reviewed and added to. The school subscribes to the ‘Apple Music’ streaming service, enabling pupils to experience the full range of music from within the Apple Music library. A wireless speaker is used in school for assemblies, music and other lessons.

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. Children are given the opportunity to sing or play in public when we perform events throughout the year, these might include:

- Harvest Festival
- Entertainment for school helpers
- Christmas events
- Easter Service
- Summer concerts
- Piano, guitar and recorder concerts
- Performing with other adults playing instruments.

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 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 in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Policy Review

This policy will be reviewed at least once every two years or more frequently if necessary, by the Music leader and the academy committee.

Signed.....

Position: Chair of Academy Committee

Date of policy: 16th January 2016
Review date: 20th February 2018
Next scheduled review: Spring term 2020

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.