

This policy includes COVID – 19 adaptations.

## **Music Policy**

### **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 can reflect culture and society 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. We aim to provide opportunity for children to learn a musical instrument.

**1.2** The objectives of teaching music in our school 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 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.
- gain an understanding of other cultures from the past and the present

### **2 Teaching and learning style**

**2.1** At Arley Primary 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 is an intrinsic part of music. 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 to and 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 basic elements of music, how to make music together, to understand musical notation, and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects. We also teach them the disciplined skills like recognising pulse and pitch.

**2.2** We recognise that in all classes children have a wide range of musical ability, and so we seek to 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:

- setting 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;
- using classroom assistants to support the work of individuals or groups of children

### **3 Additional music teaching**

- 3.1** We aim to offer additional music teaching through an out of school activity once COVID-19 restrictions allow visitors into school.

### **4 Music curriculum planning**

- 4.1** The curriculum will be delivered by staff within the school using Kapow to support them. So close links can be made and include a range of genres and composers.

- 4.2** 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 during the key stage. 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.

- 4.3** The medium-term plans, which, give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans.

- 4.4** Our music planning is geared to four 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.
- developing children's enjoyment of music of all kinds.

### **5 The Early Years Foundation Stage**

- 5.1** Nursery and Reception children follow the medium term plan where applicable however it is encouraged that the planning takes account of the children's interests. In addition, music forms an integral part of the topic work covered during the year. As Nursery and Reception is part of the Early Years Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged birth 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. Simple songs and rhymes also help children develop literacy skills.

### **6 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. 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.

## **6.2 Mathematics**

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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.

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

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

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

Creating, performing or listening to 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 Arley Primary 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.

## **7 Music and ICT**

- 7.1** Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children can use a range of technology to record and listen to their own musical creations. We also have computer programmes to support teaching and learning using ICT.

## **8 Music and inclusion**

- 8.1** At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 8.2** 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 in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **9 Assessment for learning**

- 9.1** 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. All pupils are encouraged to make judgements about how they can improve their own work.

## **10 Resources**

- 10.1** There are sufficient resources for all music teaching units in the school.
- 10.2** The school iPads are installed with applications which enable them to be used as instruments and for composition.
- 10.3** It is the collective responsibility of all teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

## **11 The school choir/orchestra and musical events**

- 11.1** We believe that music enriches the lives of people, and so we wish to involve as many children and staff as possible in musical activities.
- 11.2** Singing always forms a part of our daily collective worship and church services, which celebrate the Christian calendar. Once a week, one of our assemblies is dedicated to singing.

## **12 Listening to Music**

- 12.1** Listening to music is a programme which will run alongside the music curriculum. Each half term a theme is given which could be genres, composers, instruments etc. Throughout the week the children will be given an opportunity to listen to a piece of music relating to the theme and discuss it. This will develop their ability to listen, discuss and identify different music and instruments. This is carried out both in class and during the whole school music assembly. Our whole school music assembly is based on listening to five different pieces of music relating to a particular theme.

## **13 Monitoring and review**

- 13.1** 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 music in the school. The subject leader is responsible for giving the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. In response to this report s/he will liaise with colleagues to create a subject development plan for the next academic year.