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**Music Policy 2021-2022**

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children.

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better understand the world they live in. Music can play an important part

in helping children feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy

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and to begin to make judgements about the quality of music.

**This policy was developed by the subject leader for Music.**

**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. 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.

The aims of music teaching are to enable children to:

* Know and understand how sound are made and then organise them into musical structures
* Know how music is composed and recognize basic notation
* 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**

At Snaith 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 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 also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them informal musical notation and how to compose music. We provide children with the opportunity to experience a wide range of musical instruments such as Keyboard, Glockenspiel, Ukulele, African Drums, Music Technology and Ocarina.

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)
* 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 Hub and this school has chosen to participate in this programme. 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 who have chosen to learn one of a variety of instruments, such as the guitar or violin. This is in addition to the normal music teaching of the school.

**Music curriculum planning**

Our school uses the National Curriculum for music as the basis for its curriculum planning. This is delivered mostly through using the East Riding Music Service online scheme (Charanga). Whilst 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 also use the Musical Futures schemes of work to deliver whole class Ukulele and ‘chair drumming’ units. Year group teams also plan for opportunities to embed music within topic-based learning; for example examining ‘The Pines of Rome’ or music from the film ‘Gladiator’ in a topic on ‘The Romans’.

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. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans give details of work for each term. The music subject leader is responsible for reviewing these plans. We ensure that children have complete coverage of the National Curriculum with ensured progression in skills.

The class teacher follows lesson plans, which list the specific learning objectives of each lesson, and discusses them with the subject leader. 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.

**Early Years Foundation Stage**

We teach Expressive Arts and Design in the Reception year as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage (EYFS) we relate the musical aspects of the children’s work to the framework set out in the EYFS which underpin the curriculum planning for children aged three to five. Expressive Arts contribute 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.

**The contribution of music 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 learning lyrics, singing songs, with attention to diction, meaning, rhyme and rhythm. 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 rhythm and structure of music is mathematically based.

**Information and communication technology (ICT)**

IT is used in music for delivering the Charanga SoW and recording evidence/ progress. Similarly, individual and whole class homework tasks for music can be set on class Dojo allowing children to submit written/ audio/ video recordings of their work.

**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. Songs are used to reinforce the themes and topics of the PSHCE SoW (Jigsaw).

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 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 Snaith Primary School have the opportunity to sing in weekly singing and collective worship assemblies. Experiencing music from different 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 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 or individual children in their Individual Education Plans (IEPs).

**Assessment and recording**

Teachers 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 comments as necessary. We use this as a basis for assessing the progress of the child and we pass this information onto the next teacher at the end of the year.

**Resources**There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store in the PPA room. We use Charanga, Young Voices, Sing Up and the Internet on the whiteboards. We have a class set of African Drums, Keyboards, Ukuleles and drum sticks for ‘chair drumming’. We also have xylophones/ glockenspiels and a variety of tuned/ untuned percussion. In KS1 we have a class set of ocarinas.

**Young voices and musical events (Subject to COVID restrictions)**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Children sing regularly as part of our Collective Worship, and we have a weekly whole school Singing Assembly. Children in KS2 have the opportunity to take part in Young Voices and rehearse weekly during the autumn term for this culminating in a performance at the Sheffield Arena. Children in both Key Stages have many opportunities to perform collectively or as soloist. Each year we have a Christmas production/ Christingle/ nativity, a talent show and a whole school production/ performance. We have a number of children learning a musical instrument (guitars, brass, drums, violin), who perform to the school or on public occasions to celebrate their achievements. Class assemblies also involve the children in performing songs that they have learnt.

**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 also looks at recognition for their subject and participates in regular local area network meetings.

**Approved by Governors:**

**Prepared by: C Millard (January 2022)**