



# MUSIC POLICY

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. 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 music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

This policy was developed by the music co-ordinator, in consultation with staff and governors, in Autumn 2011

# SNAITH PRIMARY SCHOOL

## MUSIC POLICY

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 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.

### **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. We base our lessons on the four strands of music, which are laid out in the National Curriculum.

These are:

1. Listening
2. Composing
3. Performing
4. Appraising

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 some forms of musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in our 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;
- using classroom assistants to support the work of individuals or groups of children

### **Music curriculum planning**

Our school uses the National Curriculum for music as the basis for planning. We have a creative curriculum based on themed based study. Children's development in music will build upon prior learning and fit well into the themed days in the long-term plans. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching theme, the planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school. In order to enhance the National Curriculum further we also use "Music Express". This scheme is coherent with the objectives to be covered in each year group. It provides detailed planning for each unit and includes music, resources and teaching notes, - including ideas on how to deliver each lesson. All the planning for music related directly to the National Curriculum. Where possible we always match music planning to themes being covered in each year group, so that the children receive an enriched and fulfilling curriculum.

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 themes studied in each term during the key stage. Often the children study music topics in conjunction with other subjects, or "themes". Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

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.

## **Foundation Stage**

We relate the musical aspects of the children's work to the objectives set out in the EYFS, aiming for the Early Learning Goals, 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. We encourage children to express themselves by playing, listening to and enjoying music.

### **The contribution of music to teaching in other curriculum areas**

As with all subject areas - we have developed a cross-curricular themed approach to our teaching and learning at Snaith Primary School. Music often enhances and supports other subject areas - and objectives are identified from other subjects on the planning.

### **Teaching music to children with special educational needs (see also the school's policy for children with Special Educational Needs)**

At Snaith Primary School we teach music to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children assessed as working significantly above the national average for their age in music will be identified on the school's More Able Register, and set appropriate targets accordingly.

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, 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.

## **Assessment and recording**

At the end of a theme, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. The teacher may also identify which children have achieved the objectives, which children have exceeded the objectives and which children are working towards them.

## **Resources**

Musical instruments are kept on two-music trolleys. These are located in a central location. Further resources are kept in the yellow boxes in the resource area. There is also a music library with CD's and teaching resource books for each key stage. There is a list of all the CD's in school, and any appropriate themes and ideas. There is a signing in and out book for these.

## **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. All our children are involved in our musical concerts and productions. These prove a great opportunity to get our whole community involved. We have a school choir where children can enjoy singing together and performing for the rest of school, and also in the local community for various events. We also regularly attend 'Young Voices' concert which takes place in Sheffield Arena. We have Wider Opportunities in years 3 and 4 with drumming lessons. We also have flute, clarinet, brass and percussion lessons within school if the children wish to learn these 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.

**Signed:**

**Date:**