



## **The Spinney Primary School 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 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.

1.2 The objectives of teaching music in our school are to enable children to:

- develop aesthetic sensitivity and creative ability in all pupils.
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- provide for the expression and development of individual skills and for sharing experience and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- develop an awareness of musical traditions and developments in a variety of cultures and societies.
- the capacity to express ideas, thoughts and feelings through music
- provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

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

2.1 At The Spinney 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 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 disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

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 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service, and this school has chosen to participate in the programme. We also employ a private music teacher to teach some instrumental lessons. 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, violin, cornet, recorder or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

### **4 Music curriculum planning**

4.1 Our school uses the Charanga scheme of work for music as the basis for its curriculum planning. The Charanga scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Charanga scheme of work links directly to the objectives in the 2014 National Curriculum. However, teachers also have access to other ideas and resources and we expect teachers to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

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. The subject leader devises this plan in conjunction with teaching colleagues in each year group. 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 give details of each unit of work for each term. We have also used Charanga to adapt core objectives for the units and in conjunction with the subject leader activities can be derived from the national scheme of work and from topics that are being covered in other curriculum areas. The subject leader is responsible for keeping and reviewing these plans.

4.4 The class teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans which form part of the foundation weekly planning, and the class teacher and subject leader often discuss them on an informal basis.

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.

## **5 The Foundation Stage**

5.1 We teach music in the foundation class as an integral part of the topic work covered during the year. As the foundation class follows the Early Years Foundation Stage Framework, 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 three 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.

## **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 The Spinney 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 use the software provided online by Charanga to

compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs.

## **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. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 8.2 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.
- 8.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.
- 8.4 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. They also use recording equipment to capture live music performances for the children to use as self-assessment. 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. We assess music in accordance with the school's assessment policy. In addition, teachers are asked to provide samples of work for levelling on a termly basis. The individual class teacher will also keep a copy of this as a basis for their own evidence.
- 9.2 The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

## **10 Resources**

- 10.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is a selection of boxes containing equipment for a variety of pitched and unpitched work. There are also various whole

class instruments available to undertake whole class tuition which are stored centrally around the school. These include xylophones, ocarinas, ukuleles, recorders and claves.

10.2 Music lessons are normally undertaken within the classroom, however the library room is available for music tuition and therapy. Also small group work can be completed in here when time is booked. The hall is also available for large class work when needed.

10.3 Teachers are all supplied with a log on and password to the Charanga scheme of work and there are also other teacher guidance and song books available which are stored in the Team room.

## **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 as possible in musical activities. Every year, each child is given the opportunity to participate in our Christmas and Summer productions. We also provide other special opportunities for children to perform, such as making Celebration assemblies.

11.2 We have regular informal performances in music assemblies to celebrate the achievements of the children. When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble. We also have an end of year recital for those who have learned an instrument to show case their abilities. All members of the school community are invited to this event.

## **12 Assessment, recording and reporting**

12.1 Assessment should be used informatively to plan appropriate future activities and in doing so ensure continuity and progress of all pupils which will enable us to ensure every child meets their potential. Unit sheets should be used to record these observations.

12.2 Recordings should be used to inform assessment and provide evidence at the end of a unit. This can easily be undertaken using a portable laptop microphone and then saved to the server.

12.3 Informal assessment and recordings can then be used to help reporting at the end of the year when the annual written report is completed.

## **13 Monitoring and review**

13.1 The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Music, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

13.2 This policy will be reviewed at least every two years.

**Signed: Emily Lane**

**Date January 2016**

**Date for Review January 2018**