

St Andrews CE Primary School



Music Policy

Summer 2022
Next review Summer 2023

St Andrew's C.E. Primary School

Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

Music Policy

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our 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 be a highly academic and demanding subject. It is also important in helping children feel part of a community.

At St Andrew's CE Primary School 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 how to record this using the correct music notation;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing, improvising and appreciating music;
- Have an awareness of a wide variety of musical styles and be able to listen and appraise a range of pieces.

Teaching and learning style

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.

Our teaching focuses on developing

- an ability to sing in tune and with other vocalists.
- the skills of recognising pulse, pitch, texture, dynamics and tempo.
- an opportunity to play and perform with different instruments.
- working with others to make music, recognising how individuals combine together to make sounds.
- knowledge of musical notation and how to compose music.

3) Additional Music Teaching

3.1 Children are offered the opportunity to study a musical instrument with teachers from the Music Hub. Currently, there are violin and clarinet lessons available. Parents who would like their child to participate are aware that they must pay for these lessons termly. These lessons are normally taught to small groups of children who have chosen to learn the instrument. This is in addition to the normal music teaching of the school but usually takes place

during curriculum time. There are also opportunities for children to play tuned instruments as well as singing in the Key Stage 2 choir.

4) Music Curriculum Planning

4.1 Our school uses the national scheme of work for Music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. This is based on the five core principles of Music: listening and appraisal, composition, notation, improvisation and performance. These areas are taught by the class teacher and link to Year group topics. On Music days, a whole school approach to one area is explored to see progression in Music across the Year groups. 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. Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities, particularly in regards to music notation; □
- increasing confidence, sensitivity and creativity in the children's music-making and performance.

5) The Early Years Foundation Stage

5.1 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 Early Years Foundation Stage of the National Curriculum, there is a strong focus on singing and experimenting with instruments, allowing children to create their own music. Music contributes to a child's personal and social development.

6) The contribution of music to teaching in other curriculum areas

6.1 Literacy

Music contributes significantly to the teaching of Literacy 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. They use online resources, and develop research skills, when finding out about the history of music and musicians. 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. As they progress, their ability to write detailed appraisals of songs, using the correct musical terminology, is also apparent.

6.2 Numeracy

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. As children progress through into the Department of Excellence, they will have an understanding of music notation incorporating fractions. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 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 St Andrew's CE 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. As a C of E school, our children have a strong awareness of religious music such as hymns and the use of reflective music to create a prayerful atmosphere.

Our children are aware that music can trigger many emotions. A weekly singing practice is held for both key stages and the children lead the singing in assemblies and collective worship opportunities.

7) Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills into different great composers. They often carry out work in other areas, in particular Literacy (writing lessons) whilst listening to music. They listen to music on the Internet, and they record their own compositions as well as video recordings, using Ipads.

8) Music and inclusion

8.1 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. Using the Otrack system, teachers make judgements as to whether the child has achieved an objective (Bronze/Silver/Gold). Each objective is in line with the National

Curriculum (2015 and onwards). When listening and appraising, with the support of the non-negotiables, teachers should ensure that children have included the appropriate vocabulary to achieve a silver and have gone beyond this to achieve a gold. When performing with instruments or using their voices, the class teacher must make the appropriate judgement, thinking about the quality of their performance. In relation to music notation, teachers need to ensure that the work is accurate before awarding either bronze, silver or gold. Each term, the objectives are reviewed for each year group and percentages of bronze, silver and gold are recorded. This also includes comparisons with Gifted and Talented and Pupil Premium children to ensure the appropriate support is provided in the next term.

10) Resources

10.1 All musical instruments are stored within the Music Area. There is also opportunity to play the steel drums (small hall) and use the Music software (Groovy music) on the laptops.

All classes should use the Music Area **termly** to experiment with a range of percussion instruments as well as singing.

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. We have a school choir which we encourage year 5 and 6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together.

11.2 The choir also performs at the Sheffield Arena as well as in sharing assemblies and the Annual Quiz Night. This recognises their achievements and celebrates their success.

12) INSET and Training for Staff

12 At the start of each year, teachers will be provided with additional resources to aid their music teaching. They will also receive INSET training on the Staff residential trip. Alongside this, training will also occur during phase meetings. The primary focuses are non-negotiables and music notation. Alongside this, musical challenges are set to show progression through the school.

13) Monitoring and review

13. 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 direction for music in the school. The subject leader is responsible for giving the Head Teacher and the Governors an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and of visiting classes to observe teaching. The policy will be reviewed every year.

14) Home School Learning:

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on Insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the Music curriculum. In the case of a pupil being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.

15) Deeper Learning:

We aim to ensure Deep Learning is gained through a broad and engaging curriculum which promotes challenge, critical thinking, problem solving opportunities, probing questions (which make children think deeply) and collaborative learning.

Progress is made when children know more and remember more. Our Music curriculum clearly outlines what our children are expected to know, understand and retain over time. This can obviously relate to the development of a deeper understanding of the importance of Basic Skills/Non negotiables in all subjects as well as subject knowledge.

To support this aim, it is important that planning clearly includes key vocabulary, key questions, appropriate challenging activities/discussion to promote Deeper Learning. To help with this aim all must be aware of specific planning for each session at least 24 hours before in order for them to contribute to plans, amend and 'personalise' for any particular pupil or group.

Deep Learning should also manifest itself in regular homework tasks to raise parental awareness and encourage real challenge for all groups.

16) Promoting and Supporting Mental Health and Wellbeing in Music

Music is used as a tool within St Andrew's to support positive mental health. The teaching of Music lessons across the school, aim to compliment the objectives and strategies outlined in our PSHE and RSE curriculum such as the songs which are used within our Jigsaw curriculum . Promoting health and wellbeing in Music will consist of:

- Use of calming music within independent work to support wellbeing .

- To incorporate daily singing into the children's timetable to promote positivity.
- Engaging Music lessons, with high quality teaching, including practical activities to inspire our children.
- Collaborative music projects and use of instruments to compose and create their own pieces of music.
- Accurate differentiation of work in order to ensure challenge but also the opportunity for success at every level.
 - Pupil voice music ideas to be regularly collected and used.
 - The use of pupil questionnaires and pupil voice suggestions so that pupils feel valued and a part of our Music curriculum goals.
 - Classroom environment which portrays warmth, good relationships and an atmosphere of belonging. Encouragement and praise; sharing examples of great work and performing to audiences.
- Promoting the school's philosophy of 'Every child to be a champion in their own right' and every child a musician.
- Support staff with Music planning and resources to support their mental health and work life balance