



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 included and 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 aims of music teaching are to enable children to:

Within the Foundation Stage:

30 – 50

- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.

40 – 60

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Children sing songs, make music and dance, and experiment with ways of changing them.

Key Stage 1

- Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Mu1/1.2 play tuned and un-tuned instruments musically
- Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music
- Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Stage 2

- Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music
- Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory
- Mu2/1.4 use and understand staff and other musical notations
- Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Mu2/1.6 develop an understanding of the history of music.

2 Teaching and learning style

2.1 At Chad Vale 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. Through the use of Charanga we teach children how to recognise and use musical notation and how to compose music. This is done through various games and activities to introduce it in a fun and exciting format.

2.2 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); ability group's
- providing resources of different complexity depending on the ability of the child;
- using music specialists to support the work of individuals or groups of children
- using learning assistants to support the work of individuals or groups of children
 - Using independent learning time to allow children to explore music in a more relaxed environment, allowing them to feel safe and take risks with their learning.

3 Additional music teaching

Children are offered the opportunity to study a variety of musical instruments with peripatetic teachers. Parents who want their children to participate in the scheme are not required to purchase or hire the instrument or pay music lesson fees. They must

however support the child by providing practice time and care for the musical instrument. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as recorders, flute, violin, tabla. This is in addition to the normal music teaching of the school, and usually takes place after normal lessons at 3.30 p.m. Where there is a huge demand a waiting list is prepared.

4 Music curriculum planning

4.1 Our school follows the National Curriculum scheme of work for music as the basis for our planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While 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.

4.2 We carry out the curriculum planning in music in half term phases with each unit of work studied building up to a performance of music at the end of each term. The school overview maps the music topics studied in each term during the key stage. The music subject leader works this out ensuring each key stage does not repeat the same unit of work. The music co-ordinator also looks at topics studied in different areas of the curriculum and links them to a music unit of work promoting cross curricular learning. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 The whole school music overview which we have adopted from the Charanga music website, provides details of each unit of work for each term. It is broken down into half term schemes of work for year groups to work through covering a range of different musical skills and styles. The music co-ordinator is responsible for keeping and reviewing these plans. We ensure that children have complete coverage of the National Curriculum but do not have to repeat units of work.

4.4 The class teacher should annotate units of work, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans which are all provided in the music assessment folders, and the class teacher and music co-ordinator 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 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 Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Profile (EYFS) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development and is covered in all 17 areas of learning. Through the use of music a wide range of skills are taught from counting songs to foster a child's mathematical ability, singing as part of a group to develop personal, social and emotional development this also promotes a good basis for communication and

language skills. Learning songs from different cultures help 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. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing, especially impacting upon Big Writing lessons. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Within the Foundation Stage communication and language is regarded as one of the prime areas for children to achieve a good level of development. Through the use of music children are able to develop and apply a range of communication skills assisting them in achieving the Early Learning Goal.

6.2 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 the rhythm and structure of music is mathematically based.

Children also learn a range of mathematical strategies through the use of song's and chants for example to learn their times tables. The repetition lends it's self perfectly to the layout of a chant and is something the children really enjoy participating in.

6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. They use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet. Children improve the presentation of their work through the use of ICT.

From February 2014 staff will have access to their own individual teacher space located on the Charanga website. This will allow staff to use ICT as a basis for every music lesson, not only providing children with a chance to learn new songs from a range of genres but also develop the skill of being able to play a musical instrument to the beat of a piece of music.

The website also offers children an online teaching programme where they can access the programme from home allowing them to learn a range of different musical instruments from home. This is something the music co-ordinator is currently looking in to for staff to use as an extra teaching tool at home and also for homework purposes.

6.4 Personal, social and health economic education (PSHE)

Music contributes significantly to the teaching of personal, social, health and economic education. Through the common goal of making music, children learn to work effectively as part of a group and 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. Music is an integral part of all assemblies with weekly singing assemblies and a range of music celebrations throughout the year which parents are always invited to attend.

6.5 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 Chad Vale Primary 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 Teaching music to children with special needs

7.1 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 for individual children in their Individual Education Plans (IEPs).

8 Assessment and recording

8.1 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 marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil and records them within evaluations. We use this as the basis for assessing the progress of the child and we pass this information on to parents and the next teacher at the end of the year through the annual report.

8.2 From February 2014 each year group will be provided with a music assessment folder to track the progress and learning made by children in each class. The music co-ordinator will create the folders which will link to the new national curriculum outcomes in relation to music. They will work alongside the schools overview of music which is set out for each year group looking at which aspect of music they will be studying during each half term. The music co-ordinator will use these as a tracking system to keep updated and informed on where the children's learning is at.

In relation to Chad Vale aiming to achieve arts mark gold, we are currently in the progress of trialling a new assessment method across all the creative arts subjects. At the beginning of each topic taught the class teacher will record two higher ability, two middle ability and two lower ability children to assess where their skills lie before any skills are taught. This will then be repeated with the same children at the end of the topic to assess the progress that has been made during the unit of work. A whole class production will also be recorded by the music co-ordinator at the end of each

term to help keep a track of the whole classes' progress. All videos will be kept in a music folder on P drive for the music co-ordinator and teachers to use as evidence.

9 Resources

9.1 In relation to each class working their way through the different units of work on the Charanga website which mainly focuses on the use of a recorder and glockenspiel there has been an order of a new class set of recorders. We keep resources for music in a central cupboard outside of Reception Chad, this is also where all the resources can be found for music assemblies. The library contains a good supply of topic books (often supplemented by the school's library service) to support children's individual research.

10 Chances to perform music in front of an audience

10.1 Children have various opportunities throughout the year to perform in front of an audience ranging from their peers and parents to an audience of over 200 people on stage at the Symphony hall. Our links with Harborne Academy has led to Year 4 working with an award winning vocal, choir and keyboard teacher to learn a range of songs which they will then perform with a choir in an atrium. We have also contacted the strings club who will be coming in to do a ukulele workshop with both Reception classes. We attended a music for youth primary proms concert where children were able to experience a range of different musical styles and listen to a live band perform.

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 participated in singing playgrounds for two years now and feel it is something the children really enjoy. It is currently offered to years 3 and 4 to allow different children each year to participate.. Singing playgrounds meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the school production.

10.2 Children learning a musical instrument, enjoy playing music in an ensemble in front of a school audience on a regular basis, we would like to trial children who can play an instrument opening each music assembly rotating on a half term basis. They can also showcase the musical skills they have developed during Chad Vale's got Talent, Spring Festival, class assemblies, Yr4's music concert at Harborne academy, Singing playgrounds performance at Symphony hall, Yr2/6 productions and the nativity.

11 Monitoring and review

11.1 The music co-ordinator supported by the Head Teacher is responsible for monitoring the standard of children's work and for the quality of teaching in music. The work of the co-ordinator 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 co-ordinator will review each music assessment folder at the end of each half term to track progress and assess any areas of strength or any areas of improvement. The music co-ordinator has specially allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Signed:

Date:

Reviewed February 2014