

# *Central Primary School*



## *Music Policy*

## **Our motto: Children are Central.**

### **Aims and objectives**

Music is a universal, unique language that inspires and motivates children. It is a creative vehicle of personal expression. High quality music education engages pupils to develop a love of music, increases their self-confidence, creativity and technical musical skills. Music is a highly academic and demanding subject that is both practical and theoretical.

At Central our music curriculum reflects the culture and society that we live and shows how music is meaningful to different people and groups. 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 objectives of teaching music in our school relate the National Curriculum (2013) and enable children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of great composers and musicians;
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

### **Teaching and learning style**

At Central 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 and at the centre of our music curriculum. Our teaching focuses on developing the children's ability to sing in tune and with other people. We use a combination of songs from our Voices Foundation music curriculum and the web based Sing Up programme to promote singing in our school. Through singing songs, children learn about the structure and organisation of music, which then supports their understanding of playing other instruments, organising music and composing. Singing teaches pupils to listen with care and how 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 to make music together, to understand musical notation, and to compose pieces.

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 in different ways;
- Providing resources of different complexity, depending on the ability of the child;
- Using adults to provide support and challenge to different pupils at different times throughout a lesson;
- Inviting Music specialists into school to develop pupils' skills.

### **Additional music teaching**

We teach pupils a range of musical skills during their time at Central. Pupils are introduced to playing Ukuleles in Year 3 and have the option of continuing this through Key Stage two through clubs. In Year 4 pupils have the opportunity to learn Djembe drumming from a specialist teacher.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. 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 keyboard. 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.

We regularly celebrate music in the school through inviting skilled professionals into our school to lead music workshops about different genres of music. These workshops introduce pupils to how music can enrich their academic studies and improve their well being.

### **Music curriculum planning**

Our school uses the Voices Foundation music curriculum as the basis for its curriculum planning. We have adapted the 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 progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

Teacher's planning lists the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, 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.

### **The Foundation Stage**

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 (EYFS) curriculum which underpin the planning for children aged three to five. Music contributes to a child's personal and social development, as well as their expressive arts development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

## **Music and inclusion**

At our school we teach music to all children, whatever their ability and individual needs, in line with our inclusion policy. 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).

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.

## **Assessment for learning**

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. On completion of a piece of work, the teacher assesses the work and gives feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records these grades in their mark book. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

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.

## **Resources**

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 box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

## **The school choir and 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. We have two school choirs which we encourage all children to join. The choir 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 Christmas Carol Concert, at the Intu Watford Centre and other venues across the county and in London.

We encourage ensemble performances regularly for pupils who are learning an instrument, giving them a chance to perform and display their skills.

## 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 music in the school. The subject leader is responsible for giving the head teacher and curriculum governors an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates 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.

## Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Music Policy seeks out ways to foster good relations between different people by using the universal language of music to promote equality and eliminate discrimination.

## Review

This policy will be reviewed at least every two years.