

Lingham Primary School MUSIC POLICY

1 Aims and objectives

1.1 We believe that 'music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should provide all pupils with the opportunity to sing and to learn a musical instrument. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon. (The National Curriculum in England (DfE) 2013)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. 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 to 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 Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- To play tuned and untuned instruments musically, in solo and ensemble contexts, with increasing accuracy, fluency, control and expression
- to teach how music is composed and written down;
- to develop an understanding of the history of music
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;
- to develop imagination and creativity;
- to help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

2 Teaching and learning style

2.1 At Lingham Primary School, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. 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, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms 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, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

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;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- 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 The local authority Music Hub provides peripatetic musical instrument tuition. Parents would be requested to pay the additional music lesson fees on a termly basis. These lessons would normally be taught to small groups of children who have chosen to learn one of a variety of instruments, usually strings or brass to the primary age range. This is in addition to the normal music teaching of the school, and would take place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

3.2 Lingham Primary School currently participates in the Wider Opportunities Scheme whereby Years 3 and 4 receive tuition on the recorder.

4 Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school uses a variety of existing music schemes and software, such as Charanga and Music Express, to aid its curriculum planning. These are adapted so that the topics build upon prior learning and are enhanced by the existing schemes and the subject leader's knowledge and experience. Each unit specialises in one of the musical elements and develops the children's listening, appraising and composing skills. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- 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.

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 new National Curriculum. The medium-term plans give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans. The class teacher writes the weekly lesson plans and explains the specific learning objectives and expected outcomes to the children at the start of each lesson. The plenary consists of a recap of these objectives and achievements, pupil self-assessment and teacher evaluation.

5 Early Years Foundation Stage

5.1 Music planning is related to the objectives set out in the Early Learning Goals of the Early Years Foundation Stage of the National Curriculum which underpin the curriculum planning for children aged three to five; children are given an introduction to the musical elements through activities related these goals. Music is taught as an integral part of the topic work covered during the year. 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. 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. 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 are 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 plays an important role in personal development and 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 is a moving and 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 Lingham 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 may use computer programs to compose music. They can also use ICT to enhance their research skills through the Internet. Children also use ICT to improve the presentation of their work.

8 Music and inclusion

8.1 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.

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 to 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. Children who are more able or gifted and talented are provided with differentiated work according to their learning needs.

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, e.g. 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 judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgments 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. We use this as the basis for assessing the progress of each child and year group as a whole.

9.2 The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

10 Resources

10.1 Resources are, at present, kept in the hall where some lessons are held; these include percussion instruments, books, piano, sound system, laptop and projector. We have a music trolley so that resources can easily be moved around the school.

11 Musical events

11.1 All children take part in singing practice, assemblies and perform in public on a number of occasions throughout the year. We hold a singing practise assembly every Thursday where KS2 children learn a variety of songs including traditional hymns, modern or popular songs, and songs which support topic, seasonal or PSHE learning. These songs are then sung during whole school assemblies, where KS1 children are invited to join in.

11.2 At Christmas time, each year band takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and group sharing assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

11.3 At Lingham Primary School, we have a popular KS2 choir which meets every Thursday after school. The choir learns a variety of repertoire and performs within school and at community events. At choir, children are taught to sing as part of an ensemble, both in unison and in parts, with increasing technical skill and precision of pitch.

12 Monitoring and review

12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- discusses progress with the headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work;
- observes music lessons taught by class teachers in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.

12.2 This policy will be reviewed every two years.