

Policy on Music

Statement of Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music.
- be taught to sing, create and compose music.
- understand and explore how music is created, produced and communicated.

At Esh C.E. (Aided) Primary School, it is our intent that 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 the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We also teach technical vocabulary such as volume, pitch, beat and rhythm and tempo to encourage children to discuss music using these terms. We teach the children to listen and to appreciate different forms of music enhancing their Spiritual and Cultural Development. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. As a Church of England School, Music also plays an important part in our Collective Worship and teaching of Religious Education.

Aims and objectives

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 enable children to better understand the world that 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 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.

The children at Esh C.E. (Aided) Primary School are given equal access to a broad, balanced and relevant Music curriculum which responds sensitively, critically and imaginatively to music and musical ideas of many kinds from a wide variety of cultures. It is a way for the less articulate children to express themselves and to widen vocabulary and social skills As a Church of England school, we recognise the importance of Music in developing children's Spiritual, Moral and Aesthetic values. Music also plays an important part in our Collective Worship and the teaching of Religious Education.

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 teach how music is composed and written down;
- to explore how music makes us feel and that different kinds of music evoke different responses in people.
- to examine the relevance of when, where and why a given piece of music was written;
- to listen to and evaluate a variety of music from different composers, times in history, genres and from around the world and to respond to this in a variety of ways e.g. art, design technology and dance.
- to develop the interrelated skills of composition, performance and appreciation.
- to provide children with the opportunity to learn an instrument.
- To develop children's Spiritual and Cultural Development.

Teaching and learning style

At Esh C.E. (Aided) Primary School we follow the Charanga online music scheme from through the Durham Music Online Service. As we have mixed aged classes these may not follow the exact progression shown in the online planning but all skills will be covered through a two yearly cycle. Copies of the skills progression and Long Term Planning is available to view on the Music Curriculum Page of the School Website.

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. We recognise that in all classes, children have a wide range of musical abilities but we aim that all children encounter musical excellence in all lessons.

Musical Instruments

Children in Y2 and Y3 begin to learn the ukulele during their Summer term in school. Children in Y4 and Y5 broaden this during their Spring term in school.

Children in Y6 learn to play the guitar.

Additional Music teaching – Peripatetic.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Music Works and the school has chosen to participate in the programme. Parents and carers 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 the keyboard and guitar. This is in addition to the statutory Music teaching of the school, and usually takes place during other curriculum lessons, from which children are withdrawn for the duration of the instrumental lesson.

Music curriculum planning

Music is a foundation subject in the National Curriculum. At Esh C.E. (Aided) Primary School we have adapted the National Curriculum to our particular circumstances. We introduce Music through:-

- topic work
- finding out about and listening to music from a variety of past and present day composers and musicians
- using objects, artefacts, stories or themes as a starting point
- looking at a variety of instruments and the sounds they make
- using music from different periods of time and cultures.

We use music throughout the curriculum, for example, in dance, drama, art and design, Religious Education, history and geography.

As we have mixed-age classes, we complete the medium-term planning on a rotational cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. We work from a one year rolling programme in Class 1 and Class 4 and a two year rolling programme in Classes 2 and 3.

At Esh C.E. (Aided) Primary music is taught by the class teacher using Charanga as the main resource for its curriculum planning. Whilst 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. 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.

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 skills 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.

The Class Teacher writes the lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The Class Teacher is responsible for keeping these individual plans, and the Subject Leader is responsible for making sure the plans are available and covered and for checking music evidence in Children's books.

The Early Years Foundation Stage

We teach music in Reception as an integral part of the topic work covered during the year. As the Reception is part of the Early Years Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in Development Matters and 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, and their ability to Be Imaginative through exploring music and instruments and responding to them. Counting songs foster a child's Mathematical Ability, and songs from different cultures increase a child's Knowledge and Understanding of People and Communities and the World. We also supplement this with the Reception lessons from the Charanga online music scheme which introduces children to musical skills through a range of nursery rhymes and familiar songs.

The contribution of music to teaching in other curriculum areas

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 Esh C.E. (Aided) Primary School have the opportunity to encounter a range of Christian music from many places, times in history and different genres, as well as a range of music from different cultures. Through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

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.

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.

Personal, Social, Health and Citizenship Education (PSHCE).

Music contributes significantly to the teaching of Personal, Social, Health and Citizenship Education. 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.

Music and Worship

Music is used to enhance our Collective Worship in school both through the enjoyment of singing together and listening and reflecting upon songs and music. Children are encouraged to use their musical skills to enhance Collective Worship e.g. through their playing of the piano or the organ during the entrance or for particular songs.

Music and Computing

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 computing to enhance their research skills through the Internet. They listen to music on the Internet, and they record their own compositions. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use Computing to improve the presentation of their work. Music evidence is also recorded using apps like Aurasma. Music is stored electronically on an ipod as are song words which are displayed electronically. Music is taught primarily through Charanga an online music programme that displays and demonstrates musical skills through ICT.

Music and Inclusion

At Eh C.E. school, we teach Music to all children, whatever their ability and individual needs. Music forms part of Esh C.E. (Aided) Primary School's Curriculum Statement of Intent 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 and those with special gifts and talents and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children.

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.

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.

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 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. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to Age Related Expectations (ARE) to determine if a child is working at Age Related Expectations (secure), above ARE (exceeding or at Greater Depth) or below ARE (beginning or developing). This is then recorded at the end of each musical unit in a Record of Achievement.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music including percussion instruments in a central location. Music is stored electronically on an ipod. Resources include Peripatetic Music Teachers who attend school to teach instruments and the Charanga Online Music Scheme.

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 run a choir after school club before specific Christian Festivals e.g. Christmas and Easter in order to put on performances. The choir performs in public on a number of occasions throughout the year, e.g. at the Christmas Performance and during Church Eucharist Services. We join with the children of St. Michael's Roman Catholic Primary School to sing carols at the annual community Christmas Tree Lights switch on. Children who play a musical instrument have the opportunity to perform to a wider audience in school and in school performances at our annual Musical Showcase. Each class also performs to parents to showcase what they have learnt in music throughout the year. We have participated in the Big Sing and sang in Nursing Homes at Christmas time. Music is also an integral feature in our Christmas, Easter and End of Term performances.

Monitoring and review

The coordination and planning of the Music Curriculum are the responsibility of the Subject Leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Music and by providing a strategic lead and direction for this subject;
- gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in Music and indicates areas for further improvement;

13.2 The quality of teaching and learning in music is monitored and evaluated by the Head Teacher as part of the school's agreed cycle of lesson observations.

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

Signed..... Headteacher

Signed..... Governor in charge of Music

Signed..... Music Leader

Date: