

Rakegate Primary School



Music Policy

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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 part of a community. We provide many 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:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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 notations.

Our **INTENT** at Rakegate Primary School is that children will:

- Perform, listen to and evaluate music.

- Be taught to sing, create, and compose music.
- Understand how music is created and produced.
- Have the opportunity to learn how to play musical instruments.

To **IMPLEMENT** this at Rakegate we:

Provide music lessons that inspire and engage the children. Providing them with opportunities to be creative as well as developing a love of music and a desire to be creative.

The Charanga music scheme is used in EYFS and Music Express scheme is used from years 1-6. This ensures a wide range of musicians and genres of music are introduced to the children. It also ensures progression across each year group.

Rakegate offers musical instrument teaching and music lessons to the Year 4 children, where instrumental lessons are provided by music teachers from Wolverhampton Music School. The children are then given the opportunity to showcase their skills to the rest of the school and their families and carers.

Musical workshops are offered to all children, with specialist teachers from Wolverhampton Music School completing workshops with the children offering singing as well as the opportunity to play and experiment with a range of instruments.

Children are offered extra-curricular activities to take part in such as Wolverhampton Music Schools "Singing in the Rain" and "The Big Sing". The **IMPACT** of this Music curriculum is that children develop self-confidence through performing their musical activities as well as developing communication skills with other and reflecting on and deciding upon improvements that could be made.

Music allows children to develop an appreciation of other cultures and societies.

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation.

Music is monitored throughout all year groups using a variety of strategies such as lesson observations and pupil voice interviews.

2 Teaching and Learning Style

2.1 At Rakegate Primary 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. We also teach them musical notation and how to compose music.

2.2 Teaching is supported throughout the school by inviting outside musicians into school as well as arranging for the visit of music workshops etc.

2.3 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);
- Grouping children by ability in the room and setting different tasks to each ability group;
- 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 Hymn practices are a significant part of the school timetable that takes place for all children each week. This is an integral part of the whole school approach to encouraging singing school wide. Children have the opportunity to learn a variety of traditional songs/hymns which link to our Assembly theme of the week. The hymn practises currently take place as part of our classroom Assemblies. Each week the children are provided with a hymn/song which is practised using Out of The Ark Singcronize player.

4 Music Curriculum Planning

4.1 Our school uses Music Express scheme of work for music 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 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 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 music subject leader works this out 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.

4.3 The medium-term plans, which we have adopted from Music Express, give details of each unit of work for each term.

4.4 The class uses weekly lesson plans from Music Express, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader will 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 our Nursery and Reception classes as an integral part of the topic work covered during the year. As the Nursery and Reception classes are 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 Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Throughout EYFS and Key Stage One Two 'Number Fun' songs are used to practise counting and introduce elements of time and days of the week. In Key Stage Two, children use the 'Number Fun' songs to help them practise their timetables.

6.3 Computing

Computing is used in music where appropriate. Children are given the opportunity to use computers and iPads that contain specifically designed applications to help improve their compositional technique. They also use computing in music to enhance their research skills through the Internet. Children improve the presentation of their work through the use of computing for example, including music to video animation.

6.4 Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people 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.

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 Rakegate 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.

6.6 Creative Curriculum

Where possible we use songs and introduce different music styles and music from different cultures within our Creative Curriculum lessons.

7 Teaching Music to Children with Special Educational Needs

7.1 At our school we teach music to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 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. This ensures that our teaching is matched to the child's needs.

7.3 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, 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.

8 Assessment and Recording

8.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons.

8.2 The music subject leader keeps samples of children's work in a portfolio, which he uses to demonstrate the expected level of achievement in music for each age group in the school.

9 Resources

9.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store in EYFS classrooms, KS1 Corridor and KS2 corridor, where there are boxes of musical instruments of varying types. The library also contains a good supply of topic books and where possible iPad Apps and computer software have been purchased to support.

10 Musical Events

10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

10.2 We organise school performances where children can showcase what they have learnt to an audience on a termly basis.

10.3 We encourage children to participate in musical activities in class assemblies and concerts etc during each school year.

11 Monitoring and Review

11.1 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 the subject in the school. The music subject leader carries out the vital task of reviewing samples of children's work.

Signed:

Date:

Review Date: