

Carlton Colville Primary School Music Policy

Aims and Objectives

Music is a universal language that embodies one of the highest forms of creativity. 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 plays an important part in helping children increase in self-confidence. We provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

There are four main objectives of teaching music in our school, which are to enable children:

- to perform; through singing and using their voices and by having the opportunity to learn a musical instrument in Key Stage 2, which will allow them to progress through levels of musical excellence.
- to compose; by creating music on their own and with others by using technology and instruments appropriately.
- to transcribe; through knowing and understanding how music is created, produced, communicated and then organised into musical structures, including pitch, duration, dynamics, tempo, timbre, texture and structure.
- to describe music; by listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Teaching and Learning

At Carlton Colville Primary School we make music an enjoyable learning experience. A specialist music instructor teaches music across Key Stage 1 and 2 during enrichment sessions. 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 them together. We also teach children to make music together, to understand musical notation and to compose pieces. In Key Stage 2 all children have the opportunity to play a tuned instrument, where they use their previous knowledge and understanding of musicality to play pieces of music, individually or as part of an ensemble.

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 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.

Additional Music Teaching

We provide opportunities for Key Stage 2 children to learn tuned instruments, in addition to the tuned instrument they learn in class; these are guitar, flute and clarinet. Carlton Colville Primary Schools believes that it is essential to allow children to develop a deep understanding of musical notation, so that they can progress further in Key Stage 3.

Music Curriculum Planning

Our school uses the "Music Express" scheme as the basis for its curriculum planning in Early Years and Key Stage 1. The learning objectives followed in the "Music Express" scheme are closely linked to the Early Learning goals in the

Early Years Foundation Stage and the National Curriculum objectives in Key Stage 1. 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. In Key Stage 2 the children follow the National Curriculum objectives through half-termly plans and follow a Penny Whistle scheme of work linked to the objectives.

Sometimes children learn music with cross-curricular links to other subjects, particularly in curriculum themes. We teach the knowledge, skills and understanding set out in the National Curriculum.

Our music planning is focussed on three aspects of Milestone 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 Contribution of Music to Teaching in Other Curriculum Areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, listening and drama. 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 simulate 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 the 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 is mathematically based.

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 experiences and has an important role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things children do at school.

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 Carlton Colville Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop positive attitudes towards diversity in other cultures.

ICT

Children have opportunities to use ICT in music, for example:

- composing and recording musical pieces linked to a topic by Audacity, by using their voices and instruments;
- using keyboards and listening centres;
- creating stop go animations in Zu3D and composing music to set the scene and create atmosphere that matches the footage;
- by using apps on the Ipad and Interactive Whiteboard to enable the children to consolidate their understanding of musical notations and compose their own pieces of music.

PE

During PE sessions children respond to music through dance and movement, either in groups or individually, often using a story or text to stimulate the movement.

Music and Inclusion

At our school 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.

For further details see separate policies: Special Educational Needs; Equalities Policy.

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

Assessment for learning is ongoing in music lessons, mainly through observation of pupils, questioning and recording of practical music-making activities. The children are then assessed against the milestones for progress in order to comment on their progress in the School annual reports. These are sent out towards the end of the academic year.

The Music Subject Leader keeps samples of children's work and lesson plans in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

Resources

The school is equipped with a variety of tuned and untuned percussion instruments stored in the Art/Music cupboard. These instruments are labelled in the Music Cupboard. Children who are learning a tuned instrument are loaned the instrument whilst completing music tuition to enable them to practise at home.

A range of CD's, songbooks and overhead project transparencies are kept in the Music Cupboard. There is a copy of the "Music Express" scheme of works in the Music Cupboard, complete with CD's and CD-ROM.

Extra-Curricular Activities and Performance Opportunities

- Flute, clarinet and guitar tuition for Key Stage 2 pupils
- Christmas performances
- Key Stages 1 and 2 parent assemblies
- Harvest and Easter coffee mornings
- Choir/Drama club along with performances
- Instrumental ensembles (where appropriate)

Monitoring and Review

The Music Subject Leader, together with the Senior Leadership Team, monitors the quality of learning and teaching in music across the school. The work of the Subject Leader also involves supporting colleagues in the teaching of music, providing a strategic lead and direction for music in the school including organising extra-curricular and performance opportunities.

This policy will be reviewed at least every three years.

Review Date: July 2017