



Policy for Music

Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of music. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

The Importance of Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Music is delivered in accordance with the principles stated in our Learning and Teaching and Marking policies, supported by our Behaviour and Discipline Policy and our Health and Safety Policy. We hold the professional judgement of teachers as an essential feature in the delivery of music in our school.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Planning

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for music is in line with the Foundation Stage, the National Curriculum for Key Stage 1 and 2 and music strategy /guidelines.

Knowledge, skills and understanding at Key Stage 1

Teaching should ensure that **listening, and applying knowledge and understanding**, are developed through the interrelated skills of **performing, composing** and **appraising**.

During key stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Controlling sounds through singing and playing performing skills

1) Pupils should be taught how to:

- a) use their voices expressively by singing songs and speaking chants and rhymes

Links to other subjects e.g. Speaking and Listening

- b) play tuned and untuned instruments
- c) rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Creating and developing musical ideas composing skills

2) Pupils should be taught how to:

- a) create musical patterns
- b) explore, choose and organise sounds and musical ideas.

Links to other subjects e.g. ICT Opportunity

Responding and reviewing appraising skills

3) Pupils should be taught how to:

- a) explore and express their ideas and feelings about music using movement, dance and expressive and musical language

Links to other subjects e.g. Speaking and Listening
PE

b) make improvements to their own work. ICT Opportunity

Listening, and applying knowledge and understanding

4) **Pupils should be taught:**

a) to listen with concentration and to internalise and recall sounds with increasing aural memory.

Links to other subjects e.g. Speaking and Listening

b) how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end)

c) how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.

d) how music is used for particular purposes (for example, for dance, as a lullaby).

Breadth of Study.

5) **During the key stage, pupils should be taught the knowledge, skills and understanding through:**

a) a range of musical activities that integrate performing, composing and appraising

b) responding to a range of musical and non-musical starting points

Links to other subjects e.g. Reading
PE

c) working on their own, in groups of different sizes and as a class

d) a range of live and recorded music from different times and cultures.

Knowledge, skills and understanding at Key Stage 2

Teaching should ensure that **listening, and applying knowledge and understanding**, are developed through the interrelated skills of **performing, composing and appraising**.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Controlling sounds through singing and playing performing skills.

1) Pupils should be taught how to:

- a) sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.

Links with other subjects e.g. Speaking and Listening

- b) play tuned and untuned instruments with control and rhythmic accuracy
- c) practise, rehearse and present performances with an awareness of the audience.

Links to other subjects e.g. Speaking and Listening

Creating and developing musical ideas composing skills

2) Pupils should be taught how to:

- a) improvise, developing rhythmic and melodic material when performing
- b) explore, choose, combine and organise musical ideas within musical structures.

Responding and reviewing appraising skills

3) Pupils should be taught how to:

- a) analyse and compare sounds

Links to other subjects e.g. PE

Speaking and Listening

- b) explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- c) improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

4) Pupils should be taught:

- a) to listen with attention to detail and to internalise and recall sounds with increasing aural memory

Links to other subjects e.g. Speaking and Listening

- b) how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects
- c) how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations
- d) how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

Breadth of study

5) During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a) a range of musical activities that integrate performing, composing and appraising
- b) responding to a range of musical and non-musical starting points

Links to other subjects e.g. Reading
PE

- c) working on their own, in groups of different sizes and as a class
- d) using ICT to capture, change and combine sounds

Links to other subjects e.g. ICT

- e) a range of live and recorded music from different times and cultures (for example, from the British Isles, from classical, folk and popular genres, by well known composers and performers)

The use of Information and Communication Technology across the Curriculum

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in music
- Pupils will be given opportunities to support their work by being taught to: -

- Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
- Develop their needs using ICT tools to amend and refine their work and enhance its quality
- Exchange and share information, both directly and through electronic media
- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Assessment, recording and reporting

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in music is formally reported to parents on the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning.

Resources

There is a central store for all music equipment and teaching materials. Key Stage 1 pupils are taught using 'Sounds of Music', 'Sing Up' and topic linked music

Key Stage 2 pupils are taught using 'Music Express' with elements of 'Sounds of Music', 'Sing Up' and topic linked music.

The school links with the Edsential provide instrumental tuition for all Year 4 & 5 pupils.

Small group tuition is supported with the provision of woodwind, brass and strings.

Inclusion

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, EAL, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

Review and Evaluation

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, learning walks, sampling and scrutiny of planning and work etc.

Policy date: January 2017
Policy review date: September 2017
Co-ordinator name: Suzanne Wood