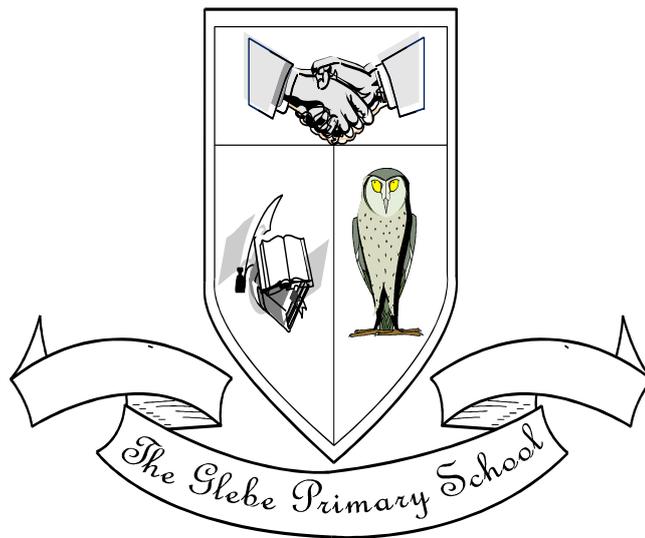


THE GLEBE PRIMARY SCHOOL

Music Policy



Music Policy

1 Aims and objectives

- 1.1 Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement.
- 1.2 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 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 objectives of teaching music at The Glebe Primary school 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 notation.

2 Teaching and learning style

- 2.1 At The Glebe Primary School 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 musical elements e.g. pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation (standard and non-standard), and to write lyrics and compose pieces of music.
- 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 (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.

3 Additional music teaching

- 3.1** At The Glebe Primary school children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by the Tees Valley Music Service (TVMS) and music works. Parents 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 or monthly basis. These lessons are normally taught in small groups or 1:1. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.
- 3.2** As part of the service provided by TVMS, the children in Key Stage 2 are all given an opportunity to begin to learn a musical instrument. Teachers from TVMS come in for an hour a week to teach 1 or 2 classes, over a period of approximately 10 weeks. The instruments taught vary year on year. The year groups benefiting from this experience varies on a yearly basis. The aim is for every child to have participated in this before they complete Key Stage 2. It is intended to give the children a taste of what it is like to learn and play an instrument and it is hoped that, after this experience, they will then go on to learn to play an instrument in the future.
- 3.3** In addition to the music taught within the music lessons children's musical experience is extended in other ways: Music is played as they arrive and leave assemblies; the music played is introduced each week, through a PowerPoint presentation; the focus for the assembly music changes yearly/ termly and covers a range of composers, instruments or historical periods in music; they are taught a range of hymns during hymn practice and assemblies; and singing across all areas of the curriculum is encouraged as a way to help children learn new things in a fun and enjoyable way.
- 3.4** The children are also offered an opportunity to take part in extra curricular musical activities. These activities vary year on year and can be accessed by different Key Stages, depending upon the activities offered and the teachers running them. The type of extra-curricular activities offered are: choir, recorder club and music club.

4 Music curriculum planning

- 4.1** The Glebe Primary school has adopted a creative curriculum, where subjects are taught through a topic. Teachers are encouraged to plan their music using their termly themes, key skills and programs of study, from the national curriculum. To support the planning process teachers are able to use ideas and resources from published schemes such as LCP and Music Express, as well as ideas and resources teachers have received whilst on courses organised by TVMS. The scheme of work is organised so that music across the key stages cover the programs of study and the key skills, appropriate to the children being taught. Planning provides opportunities for children, of all abilities, to develop their skills and knowledge in all areas of music. Progression is planned in which means that children are increasingly challenged as they move through the school.
- 4.2** We carry out the curriculum planning in music in two phases (long-term and medium-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 National Curriculum.
- 4.3** The medium-term plans give details of each unit of work. The subject leader is responsible for checking and reviewing these plans. As we have, in the past, had some

mixed-age classes, we do the medium-term planning on a two-year rotation cycle. This ensures that children have complete coverage of the National Curriculum, but do not have to repeat topics.

- 4.4 The class teacher is responsible for keeping these plans, and the class teacher and subject leader often discuss them on an informal basis. These medium-term plans list the specific learning objectives and expected outcomes for each lesson and include sufficient detail of differentiated tasks.

5 The Foundation Stage

- 5.1 At The Glebe Primary we teach music in nursery and reception classes as an integral part of the topic work covered during the year. As the nursery and reception class is 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. 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 is mathematically based.

6.3 Science

Science contributes to the teaching of Music. Children explore how sounds are made and travel. They also investigate how we can alter sounds to affect pitch and volume.

6.4 Information and Communication Technology

ICT is used in music where appropriate. Children use keyboards, recording equipment and computer programs when composing music. They also use ICT in music to enhance their research skills through the Internet and appropriate Apps.

6.5 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 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.

6.6 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 The Glebe Primary school have the opportunity to encounter music and instruments from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

6.7 PE

Children respond to music through dance and movement. Dances are developed following pace and mood of the music.

7 Music and inclusion

7.1 At The Glebe Primary 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.

8 Assessment for learning

8.1 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. Children are also 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 the learning objectives taught, and keeps a record of these judgements to help when assessing the children at the end of the year. At the end of each year the children are assessed based on whether they are working at, working below or working above age expected expectations. These assessments are recorded in the children's individual black files and on a class overview of all subjects.

8.2 The music subject leader keeps samples of children's work in a portfolio, which s/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 musical teaching in the school. There are a range of tuned and untuned percussion instruments, keyboards, guitars, a selection of multi-cultural instruments, recording equipment, posters, song books and music CDs, all kept in a central area, accessible to all. Foundation Stage also has access to their own selection of instruments and recording equipment.

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. Children are encouraged to be part of the choir

as part of a club or for school Christmas productions and other singing activities, both inside and outside of school e.g. singing at the school Christmas Fair and at local Nursing homes. Children are also encouraged to learn to play an instrument through clubs and music tuition provided by outside agencies. The whole school is involved with Harvest Thanksgiving service and carols around the Christmas tree, which involve singing and instrumental work.

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 music in the school. The subject leader is responsible for observing the quality of learning taking place in music, sampling children's work and talking to the children about their learning and attitudes in music. These observations are put together in a report and a copy of this is given to the Head Teacher. The report evaluates the strengths and areas for development.

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

Last Reviewed: January 2016

THE GLEBE PRIMARY SCHOOL



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This Policy has been approved at a meeting of the
Governing Body of the Glebe Primary School

On:

To be Reviewed : Autumn 2018

Chair of Governors:

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