

Hornsea Burton and Skipsea Primary Schools Music Policy

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 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.

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and written down
- Know how music is influenced by the time, place and purpose for which it was written
- Develop the interrelated skills of performing, composing and appreciating music.

Teaching and learning style

At Hornsea Burton and Skipsea Primary Schools 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.

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

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- using opportunities such as assemblies and performances for pupils to celebrate their talents.

Music curriculum planning



CHARANGA

These are the essential characteristics of musicians that that we want our pupils to achieve during their time at our school:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

In accordance with the new National Curriculum for Music our school will provide opportunities for children in KS1 so that they:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.

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- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

For children in KS2, opportunities will be provided so that they:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Music is a foundation subject in the National Curriculum. The school uses Charanga Musical School and the Chris Quigley Essentials Curriculum which is linked to the new National Curriculum as the basis for its core subject teaching. We draw on the relevant Key Skills and cross-curricular themes to plan our units of work.

We carry out the curriculum planning in music in two phases: medium-term and short-term.

Our medium-term plans give an overview of work for that term and key skills for learning. They identify key learning objectives from the programme of study for music and ensure an appropriate balance and distribution of work across the term.

There are four main learning objectives linked to the Chris Quigley Essentials Curriculum, these are:

- To perform
- To compose
- To transcribe
- To describe music

Class teachers complete a short term plan for each music lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught as well as key skills, resources, success criteria, differentiation and use of additional adults. The Head

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teacher keeps copies of these individual plans and they are monitored on a regular basis as part of the school's ongoing self evaluation process.

Mostly the children study music will be taught as a discrete subject but sometimes music topics will be chosen in conjunction with other subjects.

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.

Foundation Stage

The Foundation Stage Curriculum and Development Matters underpins the teaching of music. Music in the Foundation Stage Music contributes to a child's personal and social as well as their creative development.

ICT is used in music where appropriate. Children can use computer programmes to compose music, if appropriate. They also learn how to use technology to play and record music. They listen to music on the Internet and improve the presentation of their work through the use of ICT.

Teaching music to children with special educational needs

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum 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.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and 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.

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.

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Roles and responsibilities

The Head will

- Set high expectations and monitor teaching and progress
- Determine ways in which Music can support, enrich and extend the curriculum
- Ensure a whole school approach, keeping parents, governors and support staff well informed.
- Support the Music co-ordinator and other teachers

The Governors will

- Be well informed through the leadership of the Headteacher and the Music co-ordinator
- Support the staff in implementing the school's policy for Music
- Help monitor and review progress on the Music action plan

The Music Co-ordinator will

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources
- Write, monitor and review progress on the Music action plan
- Will act as a point of contact between the school and appropriate outside visitors including the Schools Music Service.
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Coordinate the evaluation and review of the school's Music policy
- Manage the provision and deployment of resources

Teachers will

- Use Chris Quigley Essentials Curriculum (which is linked to the new National Curriculum) and Charanga to aid short term planning.
- Share clear learning objectives and success criteria with the children
- Use a range of teaching styles
- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each unit as an aid to record and monitor pupil progress.
- Record pupil progress on end of year assessment grids to show their current level.
- Inform Parents/Carers of their child's progress through annual reports

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Support staff will

- Be included in staff training for music where appropriate
- Have a clear understanding of the music skills to be developed
- Share the learning objectives for the lesson and know the key vocabulary to be developed

Parents will

- Be encouraged to develop positive attitudes to music
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons and share their observations and suggestions for improvement. Assessment against the National Curriculum through use of Chris Quigley milestones allows us to consider each child's attainment and progress against expected levels. At the end of a term, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and Chris Quigley and records this. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. The library contains a good supply of topic books and computer software to support children's individual research.

Musical opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Musical activities are organised to link with termly themes where appropriate. Musicians are invited into school and children take part in performances as often as possible though the school year, both in school and at community events.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use.

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Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in Music is the responsibility of the Music coordinator. The Music coordinator is also responsible for supporting colleagues in the teaching of Music, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Music coordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of Music during the Music review cycle. This policy has been reviewed and updated Autumn term 2016 with no major changes . It will be reviewed at least every 2 years.