

# Ash Green Community Primary School

**C12**

**MUSIC**

## 1. ETHOS

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.

## 2. AIMS

1. 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
2. To 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
3. To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## 3. POLICY

### **TEACHING AND LEARNING METHODS**

The knowledge, skills and understanding in the programmes of study identify the interrelated aspects of music in which pupils make progress:

- performing skills (controlling sounds through singing and/or playing)
- composing skills (creating and developing musical ideas)
- appraising skills (responding and reviewing)
- listening (applying knowledge and understanding)

Teaching will ensure that listening/applying knowledge and understanding is always developed through the interrelated skills of performing, composing and appraising. This will involve:

- a range of musical activities that integrate performing, composing and appraising
- responding to a range of musical and non-musical starting points
- working on their own, in groups of different sizes and as a class
- a range of live and recorded music from different times and cultures
- using ICT to capture, change and combine sounds

During the Early Years children will be given opportunities to sing, explore sounds and move to music. They will be taught (and given opportunities to explore) how sounds can be changed; to memorise and sing simple songs; to recognise repeated sounds and sound patterns and matched movement to music. Areas of provision will encourage children to communicate their ideas, thoughts and feelings by using a variety of musical instruments (and singing a variety of songs)

During KS1 an emphasis is maintained on action songs and making music fun – using musical games to extend skills and understanding of musical concepts. Pupils are taught how sounds can be made, changed, organised and can then 'self-explore'.

These skills are developed and extended throughout KS2, studying use of instruments and musical processes in greater depth, including formal symbols and notation. They are taught to apply these skills in order to understand how music is influenced by time, place, venue, occasion and purpose.

## **ORGANISATION OF THE MUSIC CURRICULUM**

To ensure that all pupils receive their entitlement to the music curriculum, a range of activities planned around the Early Learning Goals (Expressive Arts and Design) and Development Matters are delivered throughout the Early Years. Thematic topics are taught at KS1 on an annual cycle.

Music modules are taught at KS2 – on an annual cycle. Ongoing skills are planned for across each unit; this is supported by the use of 'Music Express' in short term planning.

## **DETAILED PLANNING**

Medium term planning will identify learning objectives, a progression of activities, identification of core skills, key language and assessment opportunities. This is undertaken in planning teams (see policy M18) to ensure parity and progression. Links to the creative curriculum are also planned for at this stage. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with appropriate differentiated activities, modification/extension tasks to support pupils of a lower ability and challenge more able pupils. This is evaluated by the class teacher in and after the lesson to inform the next short-term plan.

## **RESOURCES**

All musical instruments are stored on portable trolleys. One is stored in each of the three key stages. CD's are above the hall cupboard and listening guides, together with song books, are located in the music box by the hall piano. Instruments and other music-related resources are located in the resource rooms at either site. The QCA Scheme of Work is located in the Head Teacher's office with relevant key stage files in the staffroom.

It is the responsibility of teachers using the resources to ensure that they are returned.

## **ASSESSMENT AND RECORD KEEPING**

Teacher assessment of attainment against pupil targets linked to National Curriculum Statements will be made at the end of each module using the schools model for assessment of foundation subjects. Evidence of levels of achievement are stored in a class profile. The music manager (and link manager), along with the assessment manager, will compile a portfolio of evidence of achievements showing all levels of achievement, transferred from class profiles at the end of each academic year.

## **CONTINUING PROFESSIONAL DEVELOPMENT**

Continuing professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the school's music policy and the delivery of the musical elements of the key stage plans. Curriculum audits and training needs are completed annually; the results of which are fed into the School Improvement Plan. Funds for continuing professional development may be used to support a range of activities both within and outside the school.

## **REVIEW AND EVALUATION**

The policy for music will be reviewed 3 yearly as an agenda item at a staff meeting. This item will be led by the teacher with responsibility for managing music. Comments from staff will be taken into account and any changes to policy agreed at a staff meeting. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

Reviewed and amended July 2017  
H. Rayner