



Music Policy Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music. The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Aims and objectives

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.
- To develop an enjoyment of learning through practical activity, exploration and discussion
- To provide an atmosphere in which children feel able to express themselves creatively using music as a medium
- To provide opportunities for children to improve and extend their listening skills
- To experiment with rhythmic and melodic patterns, and create their own compositions
- To have access to a wide range of instruments in order to compose and perform their own pieces of music
- To provide children with the opportunity to develop understanding and appreciation of different types of music from around the world.
- To teach to the appropriate ability level of all children
- To listen to a variety of musical works, widening progressively as they go through the school

Implementation of the Music Policy

The 'Music Express' Scheme of Work

The 'Music Express' scheme of work provides the basis of music lesson content For Key Stage One and Key Stage Two.

This in-turn informs the medium term planning as to what is taught within Music teaching units.

The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.

Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.

If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SL and senior members of staff.

Cornerstones Curriculum

The Cornerstones Curriculum is implemented throughout Key Stage Two.

This informs medium term planning and gives staff specific objectives to be covered. Short term planning lists specific objectives and the activities that will complement it. Children are taught music within a topic and full coverage is ensured across year 3 and 4 and 5 and 6. Opportunities are created for children to share their new musical skills in assemblies and concerts during the year. One topic each year has a strong music focus. Children learn songs linked with their current topic too.

EYFS

Music is taught across the Early Years Foundation Stage focusing on the following elements:-

Recognising and exploring how sounds can be changed.

Singing songs and rhymes.

Recognising rhythmic patterns, beats and sounds.

Songs and music linked to festivals such as Chinese New Year and Christmas.

Exploring instruments and voice.

There is a strong focus on speaking, listening and language development in the EYFS. This is enhanced through strong links to music through singing and listening to songs and rhymes.

Extra opportunities

- There is a school 'Glee Club' that is available for Year 4, 5 and 6.
- Children in Key Stage 2 can access Ukulele and Violin lessons at a reasonable cost for parents.
- There may also be opportunities for children to take up brass and woodwind instruments through the County Music Service, at a reasonable cost for parents.
- There is a cluster Orchestra.
- There is a yearly cluster concert.
- Music assemblies from music teachers and cluster music groups. Assemblies by professional musicians showing a range of instruments.
- Yearly opportunity for some classes to participate in Music for Life run by Sowerby Music.
- There is the opportunity for children in Years 4, 5 and 6 to attend Young Voices. A concert where children sing with hundreds of other children.
- Children in Glee Club have the opportunity to sing at Thirsk Christmas Lights switch on and local care homes.
- At Christmas each key stage focuses on a music based production/concert. EYFS- nativity. KS1- nativity play or Christmas singing concert. KS2- Christmas singing concert or Christmas play. These have a big focus on music and singing.
- All children take part in a yearly Christmas carol service at St Mary's church.

Resources

- Music resources are many and varied, including:
 - a) Listening centres including tape recorders, CD players and headphones;
 - b) A large selection of tuned and untuned percussion instruments;
 - c) Other instruments including guitars, keyboards, recorders etc;

- d) The 'Music Express' scheme of work (KS1);
- e) Cornerstones curriculum resources (KS2)
- f) A vast range of song books, CDs, Christmas productions etc

Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class/set teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of the Summer term.
- Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings.
- Parents/carers are encouraged to come and watch performances by the children.

The Music Lesson: Good Practice

1. The Learning and Teaching Policy

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Thirsk Community Primary School. These apply to learning and teaching in Music as well as every other curriculum subject area.

2. Music Units of Work

- KS1

A progression of lessons will be planned over a five or six week blocked unit of work that is taught over a half term.

3. KS2- Children will learn songs/poems linked to their current topic.

Children will have one music focused topic each year.

4. Music Lesson

- Within each Music session there will be the following elements:
 - a) a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
 - b) an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
 - c) teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
 - d) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

- Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- Teachers are asked to take photos and videos recording musical performances and any musical experiences children may experience. These are saved in a shared file as evidence.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Music is reported on at the end of the academic year in each child's School Report.
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Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Rosetta is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.