

Flakefleet Primary School

Music Policy



Policy Aims

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 in which they live. Besides being a creative and enjoyable activity, music can support and enable access to academic learning. It also plays an important part in helping children to 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 judgments about the quality of music.

Our objectives in the teaching of music are:

to explore how sounds are made and can be organised into musical structures;

to show how music is produced by a variety of instruments;

to teach how music is composed and written down;

to examine the relevance of when, where and why a given piece of music was written;

to develop the interrelated skills of composition, performance and appreciation.

to build community links

Teaching and Learning

At Flakefleet 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 pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

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);

using mixed ability groups to give peer support

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.

Curriculum Planning

Music is planned using the Charanga scheme of work alongside the National Curriculum. Most year groups complete two terms of contrasting music genre, and one term which is instrument based; year 1: Percussion, year 2: Ukelele course, year 3: Recorder course, year 4: Samba drumming, year 5: Ukelele course. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

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.

A Peripatetic teacher works weekly with year 4 classes, teaching Samba drumming, including djembe drum technique, and various percussion instruments.

Use of ICT

Information and Communication Technology enhances the teaching of music, where appropriate, in all key stages. There are specific Music skills, which involve the use of ICT equipment such as manipulating sounds and creating digital compositions. Children use ICT to listen to and compose music. They use a range of digital devices to record, evaluate and improve their performance. The school radio station and Sonos sound system give children constant access to a broad sample of music.

Foundation Stage

We teach Music in Foundation Stage as an integral part of the topic work covered during the year. We relate the Music element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS) that underpin the curriculum planning for children aged three to five. Music makes a significant contribution to the EYFS objectives of Creative Development.

Cross Curricular

PHSE

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.

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 are mathematically based.

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. They use reference books and develop research skills when finding out about the history of music and musicians. 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.

SEND

We enable pupils to have access to the full range of activities involved in learning Music. If progress falls significantly outside the expected range the child may have special educational needs. Our assessment process examines 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. Work is matched to the children's needs by using the skills progression document. Teaching Assistants are used to help children access the curriculum and achieve objectives.

Assessment

We assess children's work in Music by making informal judgments as we observe them during each Music lesson. On completion of a piece of work the teacher marks the work and comments as necessary. At the end of a unit of work the teacher makes a summary judgment about the work of each pupil – whether they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. During the unit of work pupils are encouraged to use peer and self-assessment. The Charanga scheme includes self-evaluation documents for the children to review their own progress.

Resources

There are a range of resources both tuned and percussion. The Lancashire Music Service provides additional resources. We keep resources for music in a designated music room. Digital resources are stored on the school network.

Staff Development

A number of external courses are available to staff. The subject leadership group will determine the developmental needs of the school in Music and will subsequently organise internal training sessions.

Related documentation:

Learning and Teaching Policy

Assessment Policy

Special Educational Needs Policy

Planning Documentation

Monitoring and Evaluation Timetable