

Federation logo/ info?



Policy for Music

Tipton St John Church of England Primary School

Going for the best, to honour God and inspire each other.

There are four main purposes to this policy:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Rationale:

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 children.

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.

The main aspects of Music to be studied will be determined by the programmes of study of the National Curriculum and the Tipton St John scheme of work. (Curriculum documents 1&2.) Through music, pupils at Tipton St John C of E Primary School will continue to deepen their respect, care and appreciation for the natural world and all its phenomena. Pupils will study key questions in the curriculum and be encouraged to ask their own questions to further their interest.

Aims:

To develop pupils' enjoyment and interest in music and an appreciation of its contribution to all aspects of everyday life.

To know and understand how sounds are made.

To know that sounds are organised into musical structures.

To know how music is made through a variety of instruments.

To know how music is composed and written down.

To know that music is influenced by the time, place and purpose for which it is written.

To develop the interrelated skills of performing, composing and appreciating music.

Objectives:

The following objectives derived from the above aims, form the basis of our decisions when planning the scheme of work and curriculum mapping. Assessment will also be related to these objectives:

- To develop pupils' enjoyment and interest in music and an appreciation of its contribution to all aspects of everyday life.

To develop a knowledge and appreciation of the contribution made by famous musicians and pieces of music, to our knowledge of the world including music from different cultures

To develop knowledge of the music content contained within the programmes of study of the National Curriculum.

- to introduce pupils to the language and vocabulary of music
- to give pupils regular opportunities to use the musical terms necessary to communicate ideas about music
- to develop pupils' basic playing skills dependent upon their age and stage
- to give pupils opportunities to use ICT to record their work and to store and retrieve
- to give pupils the chance to obtain information using the internet, CD-ROMs and other sources of music

Principles of teaching and learning, Differentiation and Additional Educational Needs:

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 also teach children how to work with others to make music, how individuals combine together to make sounds and how to compose music to play together. The dynamics used in different musical pieces are taught right through the curriculum at all ages and stages.

The half termly plans, which we have adopted from the Charanga Programme of Study, give details of the work for each term. The music Coordinator is responsible for keeping and reviewing these plans. We provide opportunity for children to use a variety of untuned and tuned percussion instruments from foundation through to year 6, with a focus on claves and tambourine in years 1 and 2 and glockenspiel in years 3 and 4. We provide the opportunity for all pupils to learn to play the recorder/ukulele/violin and pocket trumpet in KS2 and incorporate with this the teaching of musical notation.

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

Additional music teaching :

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme may hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are for violins, guitar and piano and are taught to small groups of children. 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.

- Extra-curricular activities for Gifted & Talented pupils are identified and pupils given the opportunity to attend these.

Teaching and learning and the monitoring of it will take account of:

Intent – What are you doing? When are you doing it? Why are you doing it?

Implementation – How are you doing it?

Impact – What difference has it made?

Breadth and Balance:

We will ensure that all staff, including those in a supportive role, have a clear idea of the concepts and skills to be taught. The importance of working musically will be stressed.

Variety: By using the programme of study offered by Charanga as a skeleton on which to base the lessons we have ensured that a variety of genre is studied. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Relevance, equality of opportunity and links:

Wherever possible music appreciation will link to other subjects being taught in the term, i.e. Geography and history. We will also ensure that pupils realise the positive contribution of both men and women to music and the contribution from those of other cultures. We will not only emphasise the positive effects of music on the world but also include problems, which some human activities can produce. Pupils in Key Stage 1 will be introduced to music through games, dance and play, through focused observations and explorations. These will be further developed through supportive investigations into more independent work at Key Stage 2. All children have equal access to the music curriculum and its associated practical activities of singing and playing instruments. The SLT, Class Teachers and TAs are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. (SEND)

More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the Music Curriculum, its teaching and learning, throughout any one year. This is being monitored by teacher evaluations being collected by the Music subject leader at the end of a unit (usually half termly) and analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Continuity and Progression:

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 pupils investigate singing and playing instruments as part of their everyday activities. In KS1 many songs are learnt in other lessons as well as the weekly whole school singing and the Charanga music lessons. By careful planning, pupils' Music skills and knowledge gained at Key Stage 1 will be consolidated and developed during Key Stage 2. The knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way. (See curriculum documents 1 & 2.)

Because of the nature of vertical grouping in classes at Tipton St John C of E Primary School, a two year cycle has been developed which repeats some aspects, in order to accommodate the needs of children according to which route they have taken into the class and their previous access to aspects of the curriculum. (See curriculum documents one and two.)

Health and Safety:

Pupils will be taught to use musical instruments safely when using them during practical activities. Class Teachers, Teaching Assistants and the Subject Leader will check equipment regularly and report any damage, taking defective equipment out of action. (Recorders and ocarinas are disinfected after use, using a solution of Milton.) A simple risk assessment will be carried out for all practical activities. The Subject Leader, together with the Headteacher will review risk assessments annually. Where possible, children are encouraged to buy their own instruments in KS2.

Assessment for learning:

Recording and reporting Assessment opportunities will be identified within medium-term plans.

Assessments may include end of topic assessments which will be used to determine pupils' retention of knowledge and vocabulary. The assessment of singing and performing will rely on a mixture of evidence from pupils' everyday practical work throughout the key stages and other observations carried out during school performances. It is unlikely that marking will form a part of Music teaching and Learning.

Management and administration:

The needs of Music are discussed at staff meetings throughout the school year. Personal development of staff and training needs will be discussed. Much of the training will be done using Charanga as and when needed.

Role of the subject Leader: The Subject Leader will provide professional leadership and management for Music and will ensure that it is managed and organised so that it meets the aims and objectives of the school. The Subject Leader will monitor teaching and learning within the subject and will initiate reviews of the scheme of work. The Subject Leader will manage the resources for Music and will maintain the stock to meet the needs of the curriculum. Most resources are stored in Willow back room in trays or boxes, labelled, but some specific to the needs of individual classes are stored in their classrooms. Class teachers are responsible for making sure that consumable resources are provided for their lessons within the constraints of the Music budget. The Music section of the school library is continuously being developed to reflect curriculum and teaching needs, but class teachers are responsible for making sure adequate books are provided for each topic if required.

Review:

The Music Subject Leader will monitor classroom teaching in all year groups according to a monitoring schedule. Pupil interviews will take place according to the annual staff-meeting schedule. The effectiveness of the Music curriculum will be evaluated in discussions with the Headteacher and the curriculum committee of the governing body. Priorities for in service support and external review will be established. This evaluation will form the basis for an action plan, which will then inform the School Improvement Plan. (The action plan is the responsibility of the Subject Leader.) This policy will be reviewed bi-annually by the Music Subject Leader or as necessary in view of government or LA initiatives, analysis of assessments or curriculum development.

Date of Policy: Summer 2020

Subject Leader: Ruth Ingrouille/Anne Ladbrook

Signed: