



Opening minds, learning through challenge and celebrating God's world

POLICY FOR MUSIC

Reviewed: November 2018

Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

Music Policy

INTRODUCTION

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

- National curriculum in England 2013

MISSION STATEMENT

Opening minds, learning through challenge and celebrating God’s world.

AIMS FOR PRIMARY MUSIC

Music is a foundation subject within the National Curriculum. At Skerton St Luke’s through the teaching and learning of music, we aim to provide a variety of experiences that enable:

- ❖ Enjoyment and pleasure, through listening to and making music.
- ❖ Musical development at the child’s own pace.
- ❖ Creativity, through the exploration of musical ideas.
- ❖ Understanding of feelings and self expression.
- ❖ The growth of self-esteem and self-confidence.
- ❖ Social development through shared musical activities.
- ❖ The development of motor skills, oral and visual discrimination.
- ❖ Awareness of culture and heritage, both national and global, through contact with a variety of musical forms.

Through studying music, children will experience the musical elements by:

- ❖ Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- ❖ Learning to sing and to use their voices, creating and composing music on their own and with others, having the opportunity to learn a musical instrument, using technology appropriately and having the opportunity to progress to the next level of musical excellence.
- ❖ Understanding and exploring how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

CURRICULUM

In order to meet these aims, the music curriculum is organised into half termly units based on the class topics or themes. Additional resources are provided by Charanga Music (A Lancashire Music Hub scheme). Percussive instruments and recorders are available for children to fulfil the instrumental part of the curriculum.

Years 4,5&6 also are taught a diverse musical repertoire of choral music and provided the opportunity to participate in an annual Young Voices concert at Manchester Arena.

Through this variety of opportunities, the children gain a broad & balanced education with a steady progression of skills ensuring consistent musical development. Opportunities are identified by the teachers for evaluating children’s work & monitoring progress.

Foundation Stage (Reception)

Teachers of the Reception class base their teaching on objectives in the EYFS Statutory Framework (2017) for Reception; this ensures that they are working towards the Early Learning Goals for Expressive Arts and Design.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Music is also relevant to the EYFS curriculum goals for:

- ❖ **Communication and Language** – Listening and Attention & Understanding;
- ❖ **Physical Development** – Moving and Handling (gross and fine motor skills);
- ❖ **Personal, Social and Emotional Development** – Making Relationships (working with others) & Self-confidence and Self Awareness.

TIMETABLE

The timetable of music within classes is according to the individual class teacher, taking account of the allocation of teaching time for music;

- ❖ Key Stage 1 - 36 hours per year
- ❖ Key Stage 2 - 45 hours per year

This could be delivered in 1 lesson per week or shorter lessons at more frequent intervals.

In addition to the class time, each child participates in a weekly 30minute session of Hymn Practise, focussing on singing skills. This vocal training aims to teach pupils how to use their voices with confidence and control.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- National Curriculum - Music (2014)

PLANNING

Planning within the music curriculum should ensure that work is matched to the pupil's abilities and experience and that there is progression, continuity and coverage throughout the school. Planning should also include assessment opportunities. Planning takes place half-termly, based on the

scheme of work and the programmes of study for music. Planning is the responsibility of individual class teachers. Medium term plans are monitored by the music coordinator half-termly.

ASSESSMENT

Assessment within music is used to provide diagnostic information about individuals and groups, to plan future teaching and learning and to provide information for teachers and parents. Assessment opportunities will include observation, discussion, listening, pupils performance on tasks and recorded evidence.

RECORD KEEPING

Records of pupils' progression in music are kept by the class teacher. Termly, or at the end of a unit, teachers will use the KLIPS to record pupil achievement.

Each class should maintain a portfolio of work, including details of activities covered, evaluation of achievement and evidence in the form of photographs, sound recordings and examples of any written recording.

At the end of each year, pupil summative records are completed on their KLIPS to be accessed by the next teacher.

REPORTING

Annual reports from the class teacher to parents include an effort & progress grade in music. Children receiving tuition from Lancashire Music Support Service also receive an annual written report from their instrumental teacher.

THE CONTRIBUTION OF MUSIC TO OTHER ASPECTS OF THE CURRICULUM

Music provides many opportunities for developing cross-curricular dimensions, skills and themes, for example:-

❖ **LITERACY**

Music supports the development of reading and offers many opportunities for use of language, rhythm, rhyme & communication of ideas through speaking & listening.

❖ **NUMERACY**

Music supports the development of patterns & sequencing, with rhythmic work requiring numerical description & graphical representation.

❖ **ICT**

Pupils have the opportunity to use ipads, keyboards & through use of interactive technology on the whiteboard.

❖ **HISTORY, GEOGRAPHY & GLOBAL LEARNING**

Pupils will experience the musical traditions of places and historical periods studied.

❖ **SPIRITUAL DEVELOPMENT**

In order to develop aesthetic awareness & an enjoyment of music, lessons are planned to ensure that pupils receive satisfying & exciting musical experiences.

❖ **PERSONAL & SOCIAL DEVELOPMENT**

This is promoted through music activities. There is a special emphasis on sharing

resources, in 'taking turns' & in listening to each other's views.

EXTRA-CURRICULAR MUSIC ACTIVITIES

All Key Stage 2 children have the opportunity to participate in extra curricular music activities which include:

- ❖ Instrumental Tuition for trumpet, clarinet, guitar, ukulele, recorder, keyboard and flute – Lancashire Music Service
- ❖ After School Clubs on rotation through the year, which include, but are not limited to:
 - ❖ Singing Stars (Singing and movement) for Reception.
 - ❖ Choir for Key Stage 2 (including singing Christmas carols at the local supermarket, care home and hospice).
 - ❖ Drama Llamas for Key Stage 2 (culminating in a concert / musical dramatic production).

In addition to this the school organises annual whole Key Stage 1 and whole Key Stage 2 Christmas nativity productions.

All children involved in music making are encouraged to share their music making with others and to take part in performances. They may include singing or playing in assembly, at charity events, in school concerts and productions and providing music for school services.

EQUAL OPPORTUNITIES

All pupils irrespective of gender, ability, ethnicity and social circumstance should have access to the music curriculum and make the greatest possible progress. Music provides opportunities to develop awareness of the diversity of culture and heritage, through the use of a range of multi-cultural instruments and recordings.

SPECIAL EDUCATIONAL NEEDS

All pupils should have access to a broad, balanced curriculum which includes music, and should make the greatest progress possible. Provision should be made in accordance with the school's SEND policy. Children with a particular aptitude for music should be encouraged to take part in the extra-curricular music activities offered. See the school policy document on SEND Pupils for details of general provision in class.

GIFTED, ABLE & TALENTED (GA&T) PUPILS

Children who are identified as being more able and talented are taught within the lesson together with other members of their class/peer group, but are encouraged and supported to further develop their talents and abilities. These pupils and their parents/carers are also made aware of out of school coaching opportunities. See the school policy document on Gifted, Able and Talented Pupils for details of general provision in class.

INSET PROVISION & STAFF DEVELOPMENT

The music coordinator is responsible for the monitoring of resources & advising staff on the music curriculum. They offer support to all colleagues in developing their own expertise. Each class teacher is made aware of music courses or developments applicable to them & encouraged to attend. Musical training attended by the coordinator are fed back to staff at staff meetings. Any information concerning the EYFS Goals or National Curriculum in music are reported back and where appropriate, individual colleagues are consulted.

PARENTAL INVOLVEMENT

In accordance with our whole school policy, we welcome parent help in the classroom on a support basis and in extra-curricular activities.

ICT

The Charanga Music Scheme is available in school via the internet.

COORDINATOR'S ROLE

The duties & responsibilities of the coordinator should include the following:

- ❖ Consulting and advising on the teaching of music throughout the school & any developments needed to improve the attainment of the pupils in music.
- ❖ Interpreting the National Curriculum requirements and advising staff as to what is required.
- ❖ The on-going review & evaluation of school policy & practise.
- ❖ Attendance at key courses on behalf of staff
- ❖ The provision of INSET for music, as required.
- ❖ Developing appropriate practises for assessment & record keeping.
- ❖ Provision of help. Support & advice for all staff as required.
- ❖ Monitoring work/observing teaching.

TEACHER'S ROLE

The duties & responsibilities of the teacher should include the following:

- ❖ Responsibility for the teaching and monitoring of music teaching in their class.
- ❖ To seek help and advice on any developments needed to improve the attainment of their taught pupils in music.
- ❖ Interpreting the National Curriculum requirements in music for their class.
- ❖ The on-going review & evaluation of the class's progress in music.
- ❖ Assessing and record keeping of musical progress for their own class.
- ❖ Attendance at INSET on music as required.

MUSIC DEVELOPMENT PLAN

The organisation & review of music takes place within the framework of the School Development Plan. This policy and scheme of work was last reviewed March 2017.

FUTURE DEVELOPMENTS

- ❖ Further development of singing and instrumental use throughout the school.
- ❖ Review effectiveness of music portfolio & assessment records.