

Music Policy



K.D.Farr September 2015

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can also play an important part in helping children to feel part of a community. At Hillstone Primary, we provide regular opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms. Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

Aims

Our aims of music teaching are to enable children to:

- ✚ know and understand how sounds are made and then organised into musical structures.
- ✚ know how music is made through a variety of instruments and voices.
- ✚ know how music is composed and written down.
- ✚ know how music is influenced by the time, place and purpose for which it was written.
- ✚ develop the interrelated skills of performing, composing and appreciating music.

Learning Objectives

By the time the children leave Hillstone Primary School they should have had a variety of experiences, which will enable them, to some degree, to:

- ✚ Demonstrate an awareness of sounds of many kinds.
- ✚ Identify, collect and imitate sounds of various kinds, be able to classify them and then create new sounds and combinations of sounds.
- ✚ Recognise and discriminate the various elements of music:
 - Pitch - Melody and harmony
 - Duration- Rhythm and beat
 - Pace- Speed (Tempo)
 - Timbre- Combination of sounds and individual sound
 - Dynamics- Volume
 - Structure- Form (how the piece is put together)
- ✚ Know and be able to join in with a wide range of songs from a variety of sources:
 - Folk Songs
 - Songs from other lands and cultures
 - Modern and popular songs
 - Songs from other times
 - Songs for drama
 - Rounds
 - Simple part songs
- ✚ Accompany a song with an independent part on a tuned or untuned instrument.
- ✚ Compose and improvise music in small and large groups using both voice and instruments.
- ✚ Play by ear and notation (graphic and standard).
- ✚ Listen with attention and understanding to a wide range of music, (including music produced by their peers in music lessons) and be able to appraise and discuss.
- ✚ To link music to other areas of the curriculum.
- ✚ To recognise something of the expressive nature of music.

Planning

At Hillstone Primary School all work is based around a topic. Each topic incorporates a range of subjects including science, history, geography, art, ICT, DT and PE, as well as many opportunities to link literacy and numeracy. Topic maps can be found on the Staff Share file in Hillstone Curriculum. Music should always be linked to the year group's topic for said term. Discrete planning will, in the main, be based on Charanga Music but supplementary links will be provided for songs from Sing up and compositional activities to make the content relevant.

Delivery

- ✚ The children should experience musical activities on a regular basis. Ideally, they should be weekly.
- ✚ Music activities should be primarily practical in nature.
- ✚ The music curriculum will be arranged in UNITS based on the Charanga Music Scheme. (See appendix 1.)
- ✚ Throughout each unit there will be opportunities for all children to perform, create and listen.
 - Performing- singing, accompanying, playing in groups, echo games, responding to recorded music, dancing.
 - Creating- improvising, composing as a member of a class, group, pair or individually.
 - Listening- identifying specific sounds and instruments, identifying musical elements, responding to changing moods, identifying style, period, culture. Evaluate and appraising music.
- ✚ There should be opportunities for small group as well as class activities within selected UNITS.
- ✚ Units are organised ensuring progress and breadth.
- ✚ The children will have opportunities to make music on instruments and use ICT in KS2.
- ✚ There should be regular opportunities for children to record and listen to their pieces.
- ✚ Backings for the songs are available on Charanga Music and Sing up. Others are available on request.
- ✚ In Year 4, all children will learn music through playing an instrument in the Wider Opportunities music scheme. Currently, one class will learn through woodwind instruments and the other class will learn through brass instruments. Opportunities will be made for enthusiastic children to continue playing in Y5 and Y6 although a charge will be made.

Early Years

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development. Staff should regularly sing to the children to give instructions or even to take the register. Action songs help develop pitch and teach children routines, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Record Keeping, Assessment and Reporting

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Whenever possible, class teachers should make recordings of the pupils work (using iPads, cameras, sound recorders etc.). In addition, photographs can be used to evidence work or musical scores written by the children can be stored. These can then be saved on the evidence folder in StaffShare.

Progress will be recorded on Learning Ladders using “Best Fit” statements. Most units will have just one or two “Best Fit” statement, indicating what skills have been developed during that unit. At the end of the unit the teacher will record:

- ✚ 2 ticks if the child has successfully completed that unit (*most children have achieved*).
- ✚ 3 ticks if the child has excelled during the unit (*high achievers*).
- ✚ 1 tick if the child has made limited progress.
- ✚ 0 ticks if the child has been absent for the whole unit.

Additional Opportunities for Children

All children with an interest in music will have the opportunity to join one of the music clubs, provided they show commitment and a willingness to practice. At present these include: choir, guitars, ukuleles, recorders. For the instrumental clubs, the children will need to have access to an instrument.

In addition, to the music clubs we are able to offer instrumental lessons given by peripatetic staff. Peripatetic music teaching is delivered by Birmingham Music Service. Currently, we can offer woodwind, brass, African drums and keyboard lessons.

Regular opportunities for children to perform will be sought both within school and out in the community. Currently these include; Christmas concerts, assemblies, Music for a Summer's Evening, frequent massed singing events.

As an Arts Hub school, we will regularly promote and organise events drawing together a number of local schools.

Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the head teacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.