

Music Policy

This policy reflects the school's aims and objectives in relation to the teaching and learning of Music. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the Music Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

This policy outlines the teaching, organisation and management of Music taught and learnt across Parkland Primary school.

We use the new National Curriculum for Music (2014) as the basis of our Music programme. We supplement this with the school's curriculum map and scheme of work.

Rationale:

The National Curriculum (2014) states:

'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.'

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 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. 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 judgements about the quality of music.

The National Curriculum for Music aims to ensure that all pupils:

- develop competence to excel in a broad range of musical activities
- are engaged in musical activities for sustained periods of time
- engage in school based and wider community events

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Inclusion & Equal Opportunities

All pupils are entitled to a music curriculum that caters for their individual needs and offers equal access and opportunity. No pupils are excluded from any musical activity programme.

Teaching & learning

Foundation stage

We teach music in Foundation Stage as an integral part of the topic work covered during the year as well as a weekly music lesson. As the reception class is part of the Early Years 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 (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

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
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers in Year 4. Peripatetic music teaching is provided through the teaching of a ukulele instrument within class time.

We also have a specialist singing teacher to teach children in Year 3.

We have a specialist string music teacher who teaches children in KS2. Parents pay for these lessons.

These additional music lessons are alongside the school music lessons.

Cross Curricular links

Literacy

Music contributes significantly to the teaching of Literacy 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.

Maths

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 is mathematically based.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Parkland School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

Our children are aware the music can trigger many emotions. A weekly singing practice is held for whole school.

Differentiation

We encourage all pupils to experience success and achieve their full potential in a range of musical activities. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This enables all children to be challenged appropriately and ensure good progress for all ability groups. We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a variety of results
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenge through the provision of different resources.

Resources

Each key stage has their own musical equipment which they have access to for their own music lessons. In addition to these, children are encouraged to use ICT provision in school to record, compose, enhance and publish their own compositions. The teachers also have access to Charanga music scheme of work which they follow within each year group.

Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

We provide opportunities throughout the year for budding musicians to perform for the school community and across DSAT. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success. In KS1, there is a nativity performed at Christmas. In KS2 there is a musical extravaganza in Easter where the children will showcase what they have learned during their ukulele and DioSing lessons. At the end of the year, year 5 and 6 have a performance.

Monitor and review

The monitoring of the standards of the children's work and the quality of teaching in music is the responsibility of the music subject leader. 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 gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates the areas for further improvement.