

Policy on Music

1 Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a universal language that embodies one of the highest forms of creativity that encourages personal expression, and it can play an important part in the personal development of people. 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 judgements about the quality of music.

Music reflects the culture and society we live in and so the teaching and learning of music enables children to develop a love of music and their talent as musicians, and so increase their self confidence, creativity and sense of achievement.

We want children to develop a life-long love of music. We want them to have the opportunities to discover music that takes them by surprise, to make connections, to understand the relationship between people, music and social/historical context.

The aims of music teaching are to ensure all children:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of great composers and musicians
- Learn to sing and use their voices to create and compose music on their own and with others
- To have the opportunity to learn a musical instrument in KS2
- Use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

2 Teaching and learning style

At Ravenscroft 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 and at the heart of our school. We have achieved a Platinum Singing Award in 2012 – ‘Sing Up’. 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 short pieces of music without needing notation. In instrumental lessons children are taught 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:

- 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;
- encouraging children who play instruments to use them in class lessons.

3 Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service, and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must sign a form to borrow an instrument from the LA. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as keyboards, trumpets, clarinets, violin, cello or flute. 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. Whole class (Year 4) have weekly instrumental lessons (eg /violins/keyboards) – Wider Opportunities that are delivered by a member of staff from the Local Music Service.

4 Music curriculum planning

Our school uses the programmes of study from new curriculum for music (2014) in three phases (long term, medium term and short term). The long term plan maps the National Curriculum Units and is linked to our whole school SING UP scheme of work. The long term plan also includes units for listening and composing as well as carefully selected composers for each class to study.

The class teacher is responsible for their own individual plans, and the class teacher and music subject leader often discuss them on an informal basis. 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.

5 The Foundation Stage

We teach music in Foundation classes as an integral part of the topic work covered during the year. 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.

Staff also follow the Long term plan from Sing Up that allows for opportunities to sing, listen and perform.

6 The contribution of music to teaching in other curriculum areas **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.

Mathematics

Music contributes to the teaching of mathematics in that 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.

Information and communication technology

Children will have the opportunity to record and edit their singing, compositions or performance using ICT. They can also enhance their research skills through the internet and CD ROMs. ICT is used in music where appropriate. Children use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet. Children improve the presentation of their work through the use of ICT and Sing Up website.

Personal, social and health education (PSHE) and citizenship

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.

Spiritual, moral, social and cultural development

Listening, creating or performing 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 Ravenscroft 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.

7 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. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

8 Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to expected progress and we pass this information on to the next teacher at the end of the year.

Staff are encouraged to take pictures, videos of singing to put onto the school website and termly 'checkpoints' via the use of video recordings of singing are used.

9 Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music on a central trolley and we have shared boxes of instruments in Foundation, Y1/Y2, Y3/Y4, and Y5/Y6. The library contains a good supply of topic books and computer software to support children's individual research. Sing Up resources are used across the school.