



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

MUSIC POLICY

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Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) 	Signed (Chair of Governors) <i>Mr. J. Ditchburn</i> <i>Dr. M. Briggs</i>

Crosby-on-Eden C E Primary School

Music Policy

1. Aims and objectives

1.1 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. We provide opportunities for all children to create, play, perform and enjoy music.

1.2 The 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.
- 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.

2. Teaching and Learning style

2.1 At Crosby-on Eden 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. 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 skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach musical notation and how to compose music.

2.2 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 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 as appropriate;
- Grouping children by ability and differentiating tasks;
- Providing resources of different complexity to match ability
- Using teaching assistants to support work of individuals or groups

3. Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments. 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.

In Year 3 and 4 the children are given the opportunity to learn the recorder, which is taught by the class teacher. Mr King (peripatetic specialist teacher) teaches singing in KS1 and KS2 and takes a group of children for choir every week.

We also arrange for professional music and dance teachers to visit school to celebrate diverse cultures (African drumming).

4. Music Curriculum Planning

4.1 Key stage 1

Pupils will be encouraged 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.

4.2 Key stage 2

Pupils will be encouraged 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 will be encouraged 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.

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.

5. Foundation Stage

- 5.1 At Crosby on Eden C E Primary School we teach music in Reception class as an integral part of topic work covered during the year. As the Reception class is part of the Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Music contributes to a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6. The Contribution of Music to Teaching in Other Curriculum Areas

6.1 *English*

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and spoken language. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use the internet to develop their research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion of creative writing. Through working with others in a musical setting, children develop their ability to communicate effectively.

6.2 *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 is mathematically based.

6.3 *Information and communication technology (ICT)*

ICT is used in music with the use of lap tops and tablets. Children use computer programmes to compose music. They also use ICT to enhance their research skills through the use of the internet. They listen to music and record their own compositions. They can share their compositions with other children or schools. Children improve the presentation of work through the use of ICT.

6.4 *Personal, social and health education (PSHE) and citizenship*

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with others and build up good relationships. Music is the basis of many social activities and has an important role to play the personal development of many young people. It has a vital role to play building self-confidence. Participation in successful public performances is sometimes one of the most memorable things young people do at school.

6.5 *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 peoples' moods, senses and quality of life. Children at Crosby-on-Eden 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 Educational Needs

- 7.1 At Crosby on Eden C E Primary School we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style and differentiation. This helps us to take action to meet the child's needs and learn more effectively.
- 7.3 Intervention will lead to the creation of an Individual Support Plan for children with special educational needs the support plan will include specific targets relating to music.
- 7.4 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom e.g. music festival at another venue, we carry out a risk assessment prior to the activity, to ensure the activity is safe and appropriate for all pupils.

8. Assessment and Recording

- 8.1 By the end of each key stage, pupils are expected to know, apply and understand the processes specified in the scheme of work. Focus on musical learning, progression and appropriate differentiation. Teachers must track children's progression by making regular recordings. Listen to the children's musical responses and strive for quality and the next level of musical excellence.

9. Resources

There are sufficient resources for all music teaching in the school. We keep resources for music in a central place where there are boxes of equipment accessible for all classes as and when required for the teaching of music.

10. The School Choir/Orchestra and Musical Events

- 10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which all children are encouraged to join and meet on a weekly basis.
- 10.2 When we have a sufficient number of children learning a musical instrument, we organise a school band where children can learn to enjoy playing music in an ensemble.

- 10.3 The children are given the opportunity to take part in the annual Music and Drama festival and the small schools poetry and music event as well as musical productions e.g. Christmas plays, Harvest Festival, Easter celebration, Awesome Endings and Year 6 leaver's production.

11. 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 strategic lead and direction for the subject in school. The music subject leader is responsible for giving the Headteacher an annual summary report in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time for carrying out the vital task of reviewing children's work and visiting classes to observe teaching in the subject.