

Ombersley Endowed First School

Music Policy



Named co-ordinator: Mrs. Lynne Stanley

Date policy agreed: Autumn 2017 **Review Date:** Autumn 2019

Aims and objectives

At Ombersley Endowed First School, Music is valued as a powerful and unique form of communication that may influence the way pupils think, feel and act; Music can inspire and motivate where other stimuli are ineffective. As a vehicle for personal expression it promotes emotional development, encourages creativity and thereby makes a valuable contribution to the wider curriculum; it builds self respect and supports developing self control and positive social attitudes. Teaching of Music enables children to listen to, create, play, perform and enjoy a wide range of music.

Music reflects culture and society, and opportunity is provided for a range musical experiences. Children develop skills to appreciate different musical forms and begin to make informed diverse musical experiences which help build understanding of the context of Music making, both in the past and present; likewise in different places.

This policy outlines the teaching, organisation and management of music taught and learnt at Ombersley Endowed First School.

We teach music:

- To develop an enjoyment of music by providing an opportunity to listen to a variety of Music and play a variety of instruments, both individually and co-operatively.
- To develop and extend children's musical skills, understanding and knowledge with reference to the
- Early Years Foundation Stage Curriculum and National Curriculum guidelines.
- To promote children's social development through involvement in listening to, participating in and responding to group Music making.
- To develop children's cultural and spiritual awareness by providing opportunities for listening and responding to different types of Music.
- To develop the learning skills of productive listening and concentration, composing and performing for different audiences, appraising and evaluating their own and others' work.
- To give opportunities for the children to develop the quality of their singing and performance.

Teaching and learning style

- Class Music teaching aims to make Music an enjoyable learning experience. Children are encouraged to participate in a variety of experiences in different group sizes: for example individual work in a lesson, small group activities in class or extra-curricular

clubs, whole school participation in seasonal productions such as Christmas or Easter celebrations.

- Music teaching is timetabled for a weekly class lesson, for Foundation Stage Key Stage 1 and Key Stage 2.
- Singing is a fundamental skill to be fostered and developed, lying at the heart of Music, for its capacity to be used to demonstrate the Musical elements: pulse, rhythm, pitch, dynamics and tempo.
- To accommodate widely differing musical ability and aptitude, differentiation may be used in Music. This may take several forms: for example the setting of common, but open ended, tasks to allow for different final responses; extension tasks may be set to allow for higher level achievement; ability groups may have matched tasks; resources and support may be given in different ways.
- Whole school participation in Music is valued and celebrated in seasonal activities, beyond the taught class Music lesson.
- In addition, daily Music listening has been incorporated into the Assembly, with
- selected Music chosen to reflect season, festivals of Faiths or cultural traditions such as National Days or Royal occasions.
- Children are introduced to the music of classical and modern composers every morning and are taught facts about the life of each composer.
- Music from different cultures, or that which may support other areas of the curriculum, such as counting or alphabet songs, themed songs for English or foundation subjects, is strongly encouraged to build cross-curricular links.
- Children are encouraged to explore and play the tuned and untuned instruments from the collection on the school percussion trolley.

Music curriculum planning

- Music is a foundation subject of the National Curriculum (NC); whole school provision is planned in line with the Programmes of Study outlined in it.
- For Foundation Stage and Key Stage 1, class teaching follows the Music Express scheme of work, with medium term plans constructed as half term units of work covering a Musical theme. Key objectives from the NC 'knowledge, skills and understanding' programme are taught through 'breadth of study' objectives, to ensure a wide range of coverage in Music.
- Year 3 and 4 follow Music Express which is adapted to enhance class topics and delivered by a music teacher.

Contribution of Music within the school curriculum

- Music promotes consideration of the aesthetic elements of life, experienced sensually broadly through sound. Personal response to Music, however it has been prompted, allows children to express themselves using a specialist vocabulary; they have to verbalise their response selecting appropriate language and using reason and example to justify their view. These skills, developing and using reasoning to present different viewpoints, encourage and support thinking in all other curriculum areas.
- Listening to and appraising Music from different cultures, Faith celebrations or traditional secular contexts broadens children's world and cultural knowledge, adding substance to a view of life in different cultures .

- Singing songs, with attention to clarity of language and meaning, to pulse, rhythm and rhyme, contributes to English and the developing understanding of how language works. Reading, listening and speaking skills are enriched in Music. Musical structure, patterns and tempo support understanding of elements of pattern and process in Maths. ICT supports Music in the use of the interactive whiteboard for resources, use of CD player and internet investigation. Children may record their work using audio or photo technology, and work may be posted on the school website.
- Music in the wider curriculum includes singing activities in other subject areas, weekly whole school singing assembly, children providing instrumental accompaniment for seasonal productions and whole school celebrations in Church for Harvest, Christmas and Easter. KS 2 children have regular visits to and from The Sunshine club in the village to perform concerts for the old people. Extracurricular clubs regularly include recorder groups for Y2 and above, and singing and music club.
- We also link music to exercise through Dance lessons.
- Spiritual, social, moral and cultural development is supported by Music. Listening, creating and performing Music engages children emotionally and spiritually. Time for reflection and commenting on thoughts and responses, is encouraged in Music contexts in school. Children are taught to value and respect the instruments as well as the work they do with them: sharing and caring for whole school property fosters positive attitudes to the school community.
- Music contributes to inclusion in its focus on universal enjoyment and participation. SEN should be equally supported in Music lessons, with appropriate differentiation when necessary, and inbuilt challenge for gifted and talented pupils. As part of a broad and balanced curriculum Music allows for creative talent to be enriched and celebrated.

Supporting children with SEN/ A, G & T

- Lessons are accessible to all abilities, and tasks can be planned for easier or more challenging expectations.
- Children may be supported in class by teaching assistants or class teachers, to use equipment or to join in group tasks and review discussion.
- Children who show a talent for music are recorded on the A, G & T register and monitored for progression.

Assessment and reporting

- Teachers assess children's understanding and knowledge based on the lesson objectives set. These assessments are formative and used to plan the next steps in learning for individuals, groups or the whole class.
- On completing a unit of work assessment is made according to NC. Levels are summative to record attainment achieved. They are the basis for a descriptive evaluation of a pupil's progress in Music, which will be reported to parents annually.

Resources

- Most music resources are kept in hall, whilst class teachers keep their own Music Express and CDs etc in their rooms.
- There are sufficient tuned and untuned instruments to support the Music scheme of work fully. A music storage trolley in the stock room houses the percussion instruments and the Music co-ordinator regularly reviews wear and-tear of instruments

and replaces them as the budget allows. Shelving in the stock room holds the large drums. KS2 tuned instruments are also housed in this room.

- Children supply and maintain their own recorders for club use.
- A modern upright piano is kept tuned for use in assembly, and for whole school productions.
- A wide range of song books on different themes is kept in the hall. Replacements will be bought to update popular books as budget allows, and CDs of backing music or for general use may be bought from time to time.
- Software to support composing on screen may be used, and a range is available to teachers including that from Music Express.

Monitoring and review

- Monitoring and review will take place within the context of the School Development Plan when Music is timetabled for review.
- The subject coordinator will be responsible for the review of Music throughout the school, and oversee the two year long term plan.
- Standards of work will be monitored by the subject coordinator through lesson observation and scrutiny of children's work, and child interviewing/perception surveys will be undertaken. Findings will be reported to inform areas for development of Music in school.
- Subject co-ordinator will support class teachers where necessary and will arrange to meet to discuss subject development as required.

Signed:

Date: