



Beechwood Primary School

Music Policy

This document is a statement of the aims and principles for the teaching and learning of Music at Beechwood Primary School.

‘Music makes a kind of liquid link between the study of languages, literature and the other arts, history, and the sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination’ – Dr Robin Holloway, Composer

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils’ ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality
- Acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music related career
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Curriculum Planning

Pupils at Beechwood Primary School will follow the National Curriculum backed up by extra resources. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. Medium term plans are completed for each unit of work. The Subject Leader is responsible for monitoring and reviewing these plans.

Teaching and Learning:

All Key stages

At all key stages, music teaching should

- Develop each of the interrelated skills of performing, composing and appraising in all activities
- Extend these skills by applying listening skills and knowledge and understanding of music

In particular, by making and responding to a wide range of music, children should be helped to understand

- How sounds are made, changed and organised, for example through the use of the musical elements and structures
- How music is produced, for example through the use of instruments, and musical processes including relevant symbols and notations
- How music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

Foundation

We teach music in Foundation as an integral part of the topic work covered during the year. The musical aspects of the children's work is related 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 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

During Key Stage 1 children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects. Children in Year 2 may have the opportunity to learn the recorder.

Expectations

By the end of year 2, most children will have attained level 2 and will be able to recognise and explore how sounds can be organised. For example they will:

- Sing with a sense of the shape of the melody
- Perform simple patterns (rhythmic and melodic) and accompaniments, keeping to a steady pulse
- Choose carefully and order sounds within simple structures in response to given starting points
- Represent sounds with symbols
- Recognise how the musical elements can be used to create different moods and effects
- Improve their own work.

Key Stage 2

During Key Stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures. Children may have the opportunity to learn another instrument in school or by outside agencies such as Berkshire Maestros.

Expectations

By the end of year 4, most children will have attained level 3 and will be able to recognise and explore the ways sounds can be combined and used expressively. For example, they will:

- Sing in tune, with expression
- Perform rhythmically simple parts that use a limited range of notes
- Improvise repeated patterns and combine several layers of sound with awareness of the combined effect
- Use symbols to recall, plan, and explore sounds
- Recognise how the different musical elements are combined and used expressively
- Make improvements to their own work, commenting on the intended effect.

By the end of year 6, most children will have attained level 4 and will be able to identify and explore the relationship between sounds and how music reflects different intentions. For example, they will:

- Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect
- Improvise melodic and rhythmic phrases as part of a group performance
- Compose by developing ideas within musical structures
- Perform by ear and from simple notations
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- Suggest improvements to their own and others' work, commenting on how intentions have been achieved.

Whole School Progression

There are three ways in which children make progress in music. These are:

- Progression in the breadth of experience, for example increasing the range of:
 - Kinds of music used as stimuli for making and responding to music, including different musical styles, genres and traditions, and moving from the familiar to the unfamiliar
 - Other forms of stimulus used, including poetry, dance, pictures and children's own feelings
 - Musical activities in and out of the classroom and the school
 - Knowledge, skills and understanding that are taught and learned through children's own work

- Progression in the challenge/demand of the experience and depth of learning, for example increasing the:
 - Children's level of engagement with the music and musical experience
 - Length and complexity of rhythmic and melodic material, developing children's ability to sing in tune and play rhythmically
 - Subtlety of the expressive use of tempo, dynamics, timbre and texture
 - Length of children's aural memory and their accurate use of notations
 - Children's understanding of the musical elements, processes and contexts and their ability to make more complex connections between areas of knowledge and skill
- Progression in the quality of the outcome, for example increasing:
 - Children's confidence, independence and ownership
 - Children's musical sensitivity and expression (playing a simple piece better)
 - The creativity of children's responses, for example so that they produce unexpected outcomes
 - Children's ability to communicate their own intentions through music

Classroom Management

Meeting the variety of pupil's learning needs within any teaching group requires the planned use of a variety of teaching and learning strategies. Possible teaching activities include whole class, paired, ability groups, mixed ability groups and individual activities.

Subject specific Resources:

All classes have a music box, which includes a variety of untuned percussion instruments. Tuned percussion instruments are kept in the resource room. Resources are clearly labelled and replaced and updated as and when necessary.

Differentiation:

Pupils with special needs are often able to find areas of strength in Music. They include

- Pupils with learning difficulties who are given opportunities for musical development and performance
- Pupils with particular ability and flair for Music who are extended through opportunities to perform in front of a variety of audiences.

Assessment:

The assessment of Music is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupil's progress. Assessment should also diagnose and identify ways of overcoming particular learning difficulties. Parents are informed of their child's progress at the end of the academic year.

Equal Opportunities and Inclusion:

All staff at Beechwood Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, disability and social circumstances; have access to and be given opportunities to make the greatest progress possible while at school.

Able, Gifted and Talented:

These children have been identified by staff and placed on the A, G & T register. Master classes may be offered to these children to develop their skills. At present the support given

to other able pupils in class, in order to properly develop their skills, is usually undertaken by the class teacher who has often organised the class groups with this in mind.

SEN:

The aim is to ensure that all pupils make progress and gain positively from each lesson. All teachers aim to:

- Plan lessons so that all pupils can be included
- Use a range of resources, including the use of ICT, effectively to allow access to whole class or group work
- Differentiate task or activities
- Organise the class and deploy staff to support group or individual needs

Health and Safety:

Teachers accept responsibility to plan safe activities for Music.

Music across the Curriculum:

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

Maths – 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.

PSHE – 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 other people and 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.

ICT - ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. Children improve the presentation of their work through the use of ICT.

Extra-Curricular Activities

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 we encourage all children in Years 3 to 6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example, the Christmas Carol concert, musical productions, musical evenings, assemblies and borough run activities such as the Hexagon concert.

Monitoring and Evaluation:

The Subject Leader will monitor resources on a regular basis.

The monitoring and evaluation of the Music curriculum will be undertaken by the Subject Leader once a term, through monitoring of medium term plans and then feedback to teachers.

The Subject Leader will offer support and advice to colleagues on planning, the delivery of the Music curriculum and assessment.

The Subject Leader will monitor and evaluate Music teaching throughout the school through observations.

The Subject Leader will collect evidence from lessons including video footage, photos and written work.

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Reviewed: March 2016

Next Review: March 2018