



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

### MUSIC

<b>APPROVED</b>	<b>September 2020</b>
<b>TO BE REVIEWED BY</b>	<b>September 2023</b>

## FAIRLANDS PRIMARY SCHOOL

### MUSIC POLICY

#### 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 young 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 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 the wide variety of musical forms and to begin to make judgements about the quality of music.

Our aims are to enable children to:

- Know and understand how sounds are made and organised into musical structures;
- Know how music is made through a variety of instruments;
- Become confident in using their voice as an instrument;
- 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 appreciate music.

#### PLANNING

**Topic Maps** give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in music is planned for using **progression in skills documents** with links to the **Charanga** schem, that is used to complete the music curriculum. A **Medium Term Plan** is completed using the topic theme links on the Charanga overview and the progression of skills document. This ensures that learning links are made and opportunities for cross curricular links are readily available.

The **Short Term Plans** are then completed to give further breakdown of each individual lesson, linking to Curriculum Progression statements transferred from the Medium Term Plan and Charanga scheme.

The following musical activities are planned in yearly:

- Foundation stage Christmas performance
- KS1 Christmas performance
- KS2 Talent show
- KS2 Carol concert at Holy Trinity Church
- KS2 after school choir
- Year 6 end of year production

All children have a weekly singing assembly.

Currently a Year group of students will have the opportunity to learn the violin as part of the Extended Opportunities programme run by Hertfordshire Music Service.

#### LEARNING & TEACHING

We strive to 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 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 how to

work with others to make music and how individuals combine together to make sounds. Musical notation is also taught.

We recognise the fact that in all classes there are children of widely-different abilities in music and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Classroom organisation and setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, grouping accordingly to ability but aim to challenge every child.
- providing a range of engaging resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- By working together as a way of helping pupils to self-assess, peer learn and peer support.
- By outcome as a way of usefully assessing how confidently and competently children realise the potential of the given musical building blocks.
- By questioning in order to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.

## **MUSIC IN THE EARLY YEARS**

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. Music interweaves through all areas of learning and development with a particular focus within 'expressive arts and design' as part of the **Development Matters** curriculum,. We refer to objectives set out within the Early Years curriculum, which underpins the curriculum planning for children aged three to five.

## **CONTRIBUTION OF MUSIC TO TEACHING IN OTHER CURRICULUM AREAS**

### *Literacy*

Children develop their language skills through singing songs, with attention to diction, rhythm, meaning and rhyme. Research skills are developed 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*

When studying the structure of music children are observing patterns and processes within the rhythms.

### *ICT*

ICT is used in music, where appropriate, to compose, appreciate, research, record and present.

### *VALUES, JIGSAW and RE*

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.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect music has on people's moods, senses and quality of life. We give the children opportunities to encounter music from many cultures and so develop a more positive attitude towards other cultures and societies.

## **ASSESSMENT AND RECORDING**

We assess children's work in music by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Opportunities for recording are identified when planning and children will receive ongoing teacher assessment. These could include:

- drawing ideas and responses
- graphic notation
- rhythmic notation
- melodic notation
- written evaluations and commentaries

## **RESOURCES**

Each year group has a box of both tuned and untuned. There are enough instruments for every child in a class to use one. Classes also have access to a piano, keyboards, recorders, a guitar and a violin which are held centrally.

The subject leader will review the school's needs throughout the school year.

## **HEALTH AND SAFETY**

The general teaching requirement for health and safety applies in music.

## **MONITORING**

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the music, and providing a strategic lead and direction for the music in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of teaching across the school.

## **REVIEW**

The governing body will review this policy in line with its annual cycle of review.