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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. At Parkwood music plays an important part in school life and is a creative and enjoyable activity. Musical activities demand focus and attention from the pupils making them feel part of the school community. We provide opportunities for all children to create, play, perform and enjoy music whilst developing the skills to appreciate a wide variety of music and to begin to make judgements about the quality of 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 inter-related skills of performing, composing and appreciating music.

2 Teaching and learning style

2.1 At Parkwood 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 how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch often teaching these together. We also teach children how to work with others to make music and compose and how individuals combine together to make sounds. Through learning the recorder we teach them musical notation.

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 the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

* setting common tasks which can have a variety of responses;
* setting tasks of increasing difficulty (not all children complete all tasks)
* 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

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, recorder, brass and violin. This is in addition to the normal music teaching of the school. The peripatetic lessons take place during lesson times from which children are withdrawn for the duration of the instrumental lesson.

4 Music curriculum planning

4.1 Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the children are increasingly challenged as they move through the school.

4.2 We carry out the curriculum planning in music following our curriculum map which maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the subject content set out in the National Curriculum 2014.

4.3 The music teacher is responsible for planning the music lessons.

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 Foundation Stage

5.1 We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children’s work to the objectives set out in the EYFS Profile documents 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 are learned from different cultures for enjoyment and to increase a child’s knowledge and understanding of the world. Children in the early years are encouraged to share their thoughts, ideas and feelings through singing, movement and dance.

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, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They learn about the history of music and musicians and are encouraged to carry out their own research. 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.

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 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 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 and maturity of our pupils. It has a vital role to play in building self-confidence of our pupils and participation in successful public musical performances is one of the most memorable things young people do at Parkwood School.

6.4 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 Parkwood 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 our schoolwe 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.

* 1. 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, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.
  2. Intervention through School Action and School Action Plus will lead to the creation of a target sheet for children with special educational needs. The sheet may include, as appropriate, specific targets relating to music.
  3. 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, for example, a musical festival in the borough, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

8.1 Teachers assess children’s work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

9 Resources

9.1 There are sufficient resources for all music teaching in the school. The library contains a good supply of topic books to support children’s individual research.

10 The school choir, ensemble 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 junior school choir which all children are encouraged to join. The choir meets on a weekly basis learning vocal skills and techniques and a wide repertoire of songs. 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 at the Christmas carol concert, end of term concerts and at the borough’s annual singing festival.

10.2 When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble.

11 Monitoring and review

11.1 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 supports colleagues in the teaching of music, and provides a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Last reviewed: 4.12.15

Next Review: 4.12.17