

Toll Bar Primary School

Music Policy

1 Aims and objectives

- 1.1** Music is part of all our pupils education whether they, and the staff, have strong musical skills or not. We must try to provide opportunities to develop a child's musical imagination and skills in an enjoyable, social manner. All aspects of music also develop auditory skills. Concerts and other musical events will also play an important part in building children's self-confidence and presentation skills.
- 1.2** 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 our pupils. 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.
- 1.3** 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 feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.4** 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 and therefore be aware of musical traditions in other cultures and in times past so that they can appreciate a wide range of different kinds of music
 - develop the interrelated skills of performing, composing and appreciating music needed to make music and take part in musical activities
 - develop a sensitive response to music
 - express ideas and feelings through making music
 - develop skills and attitudes that can support learning in other subjects e.g. listening skills
- 1.4** Within the National Curriculum (2000) entitlement we will encourage the following objectives:
- helping children create and perform music using voices and instruments in an appropriate way to the best of their abilities
 - encourage children to know and understand music of different styles and cultures and be able to talk about music in a critical way
 - teach children to notate their own music in a critical manner
 - develop an awareness of sounds and how they are made
 - provide opportunities for children to perform to different audiences in a variety of musical performances

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- use ICT to develop practical skills and musical understanding
- be able to recognise pitch, dynamics, duration and timbre
- know songs from memory.

2 Teaching and learning style

- 2.1** At Toll Bar Primary School we aim 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.
- 2.2** Singing lies at the heart of good music teaching. We employ a teacher from DMBC's Music Centre to help teach singing. 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. 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 them musical notation and how to compose music.
- 2.3** 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 are open-ended and can have a variety of responses;
 - setting tasks of different and/or increasing difficulty (not all children complete all tasks);
 - providing resources of different complexity depending on the ability of the child;
 - using the music service teacher and classroom assistants to support the work of individuals or groups of children

3 Music curriculum planning

- 3.1** Our school uses the QCA scheme of work as outlines in the LCP scheme for music as the basis for 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 teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.
- 3.2** We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music co-ordinator 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

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Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

- 3.3** The medium-term plans, which we have adopted from the QCA and LCP schemes, give details of each unit of work for each term. The music co-ordinator is responsible for keeping and reviewing these plans. As we have mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum.
- 3.4** The class teacher writes the daily lesson plans based on the medium planning provided, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.
- 3.5** 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.
- 3.6** All children must have equal access to the music curriculum. Children with special needs may be assisted by an LSA.

4 Foundation Stage

- 4.1** We teach music in the nursery and reception classes as an integral part of the topic work covered during the year. As the two classes are 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 Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.
- 4.2** 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.

5 The contribution of music to teaching in other curriculum areas

5.1 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 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.

5.2 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.

5.3 Information and communication technology (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.

5.4 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 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.

5.5 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 people's moods, senses and quality of life. Children are given opportunities to encounter music from many cultures and, through their growing knowledge and understanding of the music, they should develop positive attitudes towards other cultures and societies. There is a timetabled weekly hymn practice where opportunities will also arise for spiritual, moral and cultural development through learning hymns from other times and countries.

5.6 Other areas

Music from other times and cultures can increase knowledge and understanding in History and Geography. It can be used to help physical development in dance. It can be used as a stimulus in art and drama.

6 Teaching music to children with special educational needs

6.1 At our 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 expected levels.

6.2 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, 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.

6.3 We plan visits and visitors to enable all pupils to have access to a wide range of activities involved in learning music. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils, including any with physical, emotional or behaviour needs.

7 Assessment and recording

- 7.1** 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 in relation to the National Curriculum level of attainment and records these grades on planning sheets. We use this as the basis for assessing the annual progress of the child and we pass this information on to the next teacher at the end of the year.
- 7.2** QCA expectations for the end of years 2,4 and 6 are attached. The record page in the pupil record book contains expectations for each level.

8 Resources

- 8.1** We keep percussions resources for music in the hall in four age related boxes and on cupboard shelves. The keyboard is kept in the main storeroom. Song books are also kept in the hall.
- 8.2** Class computers have access to the program 'Compose'.
- 8.3** Each Key Stage 1 and 2 classroom has a CD/tape recorder to allow the use of music when entering classrooms, as a stimulus for work and as part of routines. CDs are kept in the staffroom.

9 Musical events

- 9.1** We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Harvest Festival, the Christmas carol concert and annual concerts should be arranged to involve all children in musical aspects of the event.
- 9.2** Full use will be made of visits offered by the Doncaster Music Centre and other visitors.

10 Reporting to parents

- 10.1** Music is part of the annual written report to parents.

11 Monitoring and review

- 11.1** The music co-ordinator is responsible for the standard of children's work and for the quality of teaching in music. The work of the co-ordinator also involves supporting colleagues in the teaching of music. The music co-ordinator is responsible for providing an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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