

Policy on Music

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Our school is a bullying-free place.

Aims of the School:

At St. Mark's, Elm Tree Church of England Voluntary Aided School we:

- **Build Christian values into the ethos and teaching and enable children to make their own informed choices about their faith;**
- **Strive to develop the full potential of all our pupils;**
- **Give a high priority to the spiritual development of all in the school community;**
- **Place collective worship at the centre of our daily life;**
- **Welcome all children, whatever their parents' beliefs, attaching a high priority to strong links between school, home and parish.**

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 enable children to better understand the world that 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 a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 Our objectives in the teaching of music are:

KS1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

KS2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

2 Teaching and learning style

- 2.1 At St Mark's 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 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 to make music together, to understand musical notation, and to compose pieces.
- 2.2 We recognise that in all classes, children have a wide range of musical ability, and so 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 in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by ability in the room and setting different tasks to each ability group;
 - 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;
 - providing specialist support where individual children have particular gifts or talents.

3 Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service, and this school has chosen to participate in the programme. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. 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, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

4 Music curriculum planning

- 4.1 Music is a foundation subject in the National Curriculum. At St Mark's School, we use the national scheme of work as the basis for our curriculum theme planning in music. We have adapted the national scheme to our particular circumstances in that we use the local environment as the starting point for some aspects of our work. We also use the Durham Online Music Service (Charanga) to support planning and delivery of music lessons.
- 4.2 We carry out the curriculum planning in music in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our subject leader devised this plan in conjunction with teaching colleagues in each year group.
- 4.3 Our medium-term theme plans define what we will teach, and ensure an appropriate balance and distribution of work across each terms theme. The subject leader is responsible for keeping and reviewing these plans.
- 4.4 Class teachers complete a plan for each music lesson. These list the specific learning objectives and key skills, and give details of how to teach the lessons and how success will

be measured. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

- 4.5 We plan the activities in music so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression through key skills, so that there is an increasing challenge for the children as they move up through the school.

5 The Foundation Stage

- 5.1 We teach music in foundation 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 Early Learning Goals (ELGs) 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.

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 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.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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 are mathematically based.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to 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 St Mark's 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 Music and ICT

- 7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-

ROMs. They listen to music on the Internet, and they record their own compositions to send to other schools electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. Durham Online Music Service (Charanga) is an online music resource.

8 Music and inclusion

- 8.1 At our school, we teach music to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Able, Gifted and Talented Children; English as an Additional Language (EAL).
- 8.2 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 8.3 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, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

- 9.1 We assess the children's work in music while observing them working during lessons. Teachers record the progress made by children against the key skills for their lessons. At the end of a theme, we make a judgement against the key skills levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information in each child's key skills booklet at the end of the school year.
- 9.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- 9.3 The Arts Team keeps evidence of the children's work. This demonstrates the expected level of achievement in design and technology in each year of the school. Teachers meet regularly to review individual evidence of children's work against key skills.

10 Resources

- 10.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

11 The school choir/orchestra and musical events

- 11.1 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 school choir, to which children are

invited to join by the music leader. 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, e.g. at the Christmas carol concert.

- 11.2 When we have a number of children learning a musical instrument, and where possible we offer the children opportunities to perform to the whole school.

12 Monitoring and review

- 12.1 The coordination and planning of the music curriculum are the responsibility of the Arts Team, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music, and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in music, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of music across the school.

- 11.2 The quality of teaching and learning in music is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

- 11.3 This policy will be reviewed at least every two years.

Signed: K.Craggs

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