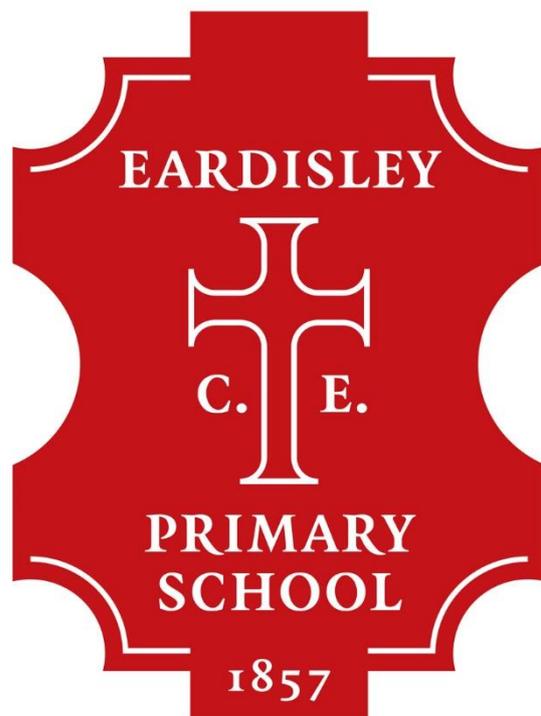


Eardisley CE Primary School



Music Policy

November 2022

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society 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 be a highly academic and demanding subject. It is also important in helping children feel part of a community.

At Eardisley CE Primary School the aims of music teaching reflect those of the National Curriculum and are to enable all children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and learning

At Eardisley CE 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. Our teaching focuses on developing:

- an ability to sing in tune and with other people
- an ability to listen to and appreciate a wide canon of music.
- the skills of recognising pulse and pitch
- an ability to play instruments with control and sensitivity
- working with others to make music, recognising how individuals combine together to make
- sounds
- knowledge of musical notation and how to compose music.

We offer to children an exposure to a wide canon of music through carefully selected pieces to listen to in our Collective Worship on a month by month basis.

Differentiation

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 increasing difficulty for more able children
- differentiation in planning for children who have been identified as 'gifted' and 'talented' through enrichment and extension activities. (Those children who are very able, or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances e.g. music assembly)
- extra support for SEN children where necessary and possible.

Equal Opportunities

All pupils will have equal access to the Music Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from

- different times and cultures
- different composers past and present
- different performers past and present.

Additional music teaching

Peripatetic music teaching is offered through the County Music Service and our own staff. These lessons are normally taught to individual or small groups of children either after school, at lunchtime or during normal lessons. A rota system is used so that children do not miss the same class lessons each week. Instruments that are being taught this academic year include piano, violin and guitar.

Music curriculum planning

We follow the Charanga music curriculum, adapting it for mixed-age classes. Each class in Key Stages 1 and 2 also have each a term of Wider Opportunities Music tuition from a specialist teacher, which focuses on learning a particular instrument (such as the tin whistle or ukulele), developing the ability to read simple pieces of music, develop a sense of rhythm and timbre, and recognise and appreciate music from a wide tradition of cultures and time. A visiting professional violinist teaches violins to all of Year 2.

Foundation Stage

We teach music in our reception class 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 Development Matters, 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.

The contribution of music to teaching in other curriculum areas includes;

English

Music contributes significantly to the teaching of English in our school. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. 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.

Mathematics

Music contributes to the teaching of mathematics through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Technology

Technology is used in music where appropriate. By recording their work children can suggest improvements to a performance. Children are also encouraged to bring in music and use keyboards when appropriate.

Science and D&T

These curriculum subjects are enhanced through experimenting with different sounds and making musical instruments.

Art

Graphic scores are explored e.g. pattern pictures to illustrate sound effects. We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

Personal, Social and Health Education (PSHE) and Citizenship

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.

Spiritual, Moral, Social and Cultural Development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Eardisley CE Primary School have the opportunity to encounter music from different cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

Equal Opportunities

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Organisation

Music is taught by a specialist teacher to all classes in KS1 and by our coordinator in KS2 each week. At both key stages, activities should be reinforced and extended as opportunities arise, e.g. a few minutes before break time. Cross-curricular links between music and other subjects e.g. topic work should be made where appropriate.

Opportunities for live music and performance

- singing practice — Once a week the whole school meets to learn hymns and songs for assembly and special occasions linked to R.E. and PSHCE
- listening & Appraising — Every day the whole school meets for collective worship. This is an opportunity for introducing a new piece of music and for quiet reflection at the start of each assembly
- school entertainments — At Christmas time and at the end of the summer term, each year group takes part in a musical performance of some kind. At other times throughout the year e.g. Harvest, Easter and group sharing assemblies, year groups or the whole school get together to provide appropriate musical entertainment
- the established school choir sing at concerts in school and at church and on other occasions as appropriate
- children who learn with peripatetic teachers are encouraged to play when appropriate.

Extra-Curricular

The whole school choir sings a variety of songs from different genres and performs at school celebrations including Harvest, Christmas and Easter. Other opportunities to perform include Sing Spring (a locally organised singing event) and Young Voices, which gives pupils the opportunities to participate on a wider stage.

Assessment and recording

Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. At the end of each Key Stage the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and for completing reports to parents.

Tape recordings, use of a digital camera or a video may also be used to record work done. Music attainment and participation is included in our annual reports to parents.

CPD and Training

Appropriate opportunities for in-service training are found, whenever possible, for the music coordinator and members of staff and then shared at staff meetings.

Resources

There are sufficient resources for all music-teaching units in the school kept on a central trolley. Each classroom has a portable CD player and we have a comprehensive collection of CDs.

The Role of the Subject Leader

- to lead the development of music in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources.

Health and Safety

Children are always encouraged to use instruments carefully and safely. An instrument, which is blown, should have the mouthpiece cleaned after each use.