



MUSIC POLICY

Educational visits and learning outside the classroom are an integral part of the life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the Team.

Rationale

Music is a feature of the culture of every nation, era and lifestyle. It is a unique way of communicating and a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

- To ensure that all pupils have the opportunity 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.
- To ensure all pupils 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 opportunity to progress to the next level of musical excellence.
- To ensure all pupils 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.
- To develop all pupils' independence, self-esteem, motivation and empathy with others and the ability to work, share and experience together.

Objectives

- To listen to music across a range of historical periods, genres, styles and traditions.
- To sing a broad range of songs with increasing use of tempo, dynamics and harmony.
- To perform music using body percussion, untuned and tuned percussion and musical instruments both individually and as a group, reviewing and evaluating their performances.
- To compose music, understanding and exploring pitch, duration, dynamics, tempo, timbre, texture and structure, and developing their improvisational skills.
- To recognise and read musical notation and to perform using musical notation.

Principles of Teaching and Learning

We provide an integrated approach to teaching whereby emphasis is placed upon making music an enjoyable learning experience through practical involvement by all pupils. Teaching styles are chosen according to activity, and the learning needs of pupils. Through a range of planned class, group and individual activities, children learn to:

- Participate and share in musical experiences
- Prepare, lead and appraise
- Develop strengths and nurture gifts
- Encourage, direct and inspire each other
- Make decisions and solve problems
- Refine, rehearse and present
- Evaluate
- Listen and respond
- Make music with commitment, sensitivity and accuracy
- Explore instruments and sounds

When delivering the music curriculum, teachers seek to:

- Encourage and inspire and direct
- Observe, help and instruct
- Prepare, lead, appraise
- Control and enhance learning environments
- Manage groupings
- Develop gifts and strengths
- Make best use of resources
- Provide a breadth of balanced experiences to include a variety of music from different periods and cultures.

Early Years Foundation Stage

Children should have the opportunity to engage in a range of musical activities, from frequent singing (whether as a discrete activity or as part of the delivery of other aspects of the EYFS curriculum) to exploring the sounds that instruments make. They should have the opportunity to play and experiment with a variety of tuned and untuned instruments, exploring rhythms and beats. They should also have the opportunity to respond to a range of music in a variety of ways. In doing this, music contributes to aspects of the objectives set out in the Early Learning Goals. 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.

Differentiation, Additional Educational Needs and Gifted and Talented

The study of music engages pupils in activities to suit their age, ability and any special needs. Through differentiation, teachers allow for the different pace at which individuals progress. The aim is to give all pupils learning opportunities that allow all pupils to achieve success and make good progress by taking account of, and building on, previous learning and achievements. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Therefore, music helps to focus on what makes children similar and equal. Equally, if a pupil is identified with a particular talent and whose work is exceeding the expected levels of attainment, teachers should provide suitably challenging work in accordance with the Gifted and Talented Policy. It may be considered appropriate to liaise with outside agencies to provide suitable opportunities for these pupils.

Cross-curricular Skills and Links

Music makes an important contribution across the curriculum through the development of:

- Perception through aural discrimination
- Memory
- Numeracy skills in patterning and rhythm
- Non-verbal communication skills through sound
- Interpersonal skills in group work
- Decision making and problem solving activities
- Physical and practical skills through voice and instruments
- Independent learning by individual performing and composing
- The development of personal taste and enjoyment
- Performance through assemblies and school celebrations

Cross-curricular links might include:

English: Pupils develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing.

Mathematics: The rhythm and structure of music is mathematically-based. Therefore, pupils who study the structure of music are observing patterns and processes.

Science: Science enable pupils to understand how musical sounds are made and how they travel. Pupils also investigate how sounds are altered.

Geography: Songs and instruments from other countries help pupils to have a better understanding of the world.

R.E. Pupils experience the role of music and instruments in religious ceremonies and festivals.

ICT: Pupils make use of ICT in composing and listening, and through the use of electronic instruments

PSHCE: Through making music, pupils learn to work co-operatively and effectively with other people and to build-up good relationships. It can also play a role in building-up the self-confidence of pupils.

PE: There is a direct link with music and dance, particularly in the understanding of beat.

Extra-curricular Music

In addition to the music curriculum, music is delivered through regular singing assemblies and as part of school performances and celebrations. Pupils also have the opportunity to join after school groups and choirs. Through these, pupils are also provided with the opportunity to perform to others, both within school and at outside events, both independently or as part of a wider TELT choir collaboration.

Equal Opportunities

All pupils regardless of race, ability, gender or social origins are entitled to experience, enjoy and express themselves in music throughout the school. Teachers will ensure that this aim is achieved through appropriate access and differentiation for all.

Health and Safety

Pupils will be taught the correct way to play and handle instruments and electrical equipment, in order to keep themselves and others safe. Care must be taken that all electronics are used safely and kept in good condition. Care should be taken with the volume of sound. Blown instruments should be used by only one pupil and must be carefully cleaned and, if appropriate, disinfected after use. When moving or handling boxes of instruments, due regard should be taken of the school's Health and Safety policy.

Assessment for Learning and Reporting

Opportunities for formative assessment can be identified in long, medium and short term plans. Assessment for learning is ongoing. Evidence for recording and reporting can be gathered from teacher observation, recording of performances and pupils' self-assessment. These can also include out of school experiences. It is recognised that assessing individual pupils is difficult as many of the activities are whole-class or collaborative within a group. Therefore, a general assessment of the class may be made, with the majority of pupils expected to be grouped as being on track to achieve the assessed objective, with those pupils who are exceeding their objectives and those who are unable to achieve the expected level of progress being identified. This assessment information can also be used to pass on to other teachers and to help inform the writing of annual school pupil reports.

Management and Administration

Teachers are responsible for teaching music to their class. The Subject Leader and other teachers with musical expertise are available for advice. A scheme of work has been produced which allows the music curriculum to be covered within the constraints of the timetable. In order to enable this, some aspects of the curriculum are taught outside of the classroom- for example, listening skills being taught through listening notes for music in assemblies. In addition, teachers have access to Music Express on-line. However, teachers are also encouraged to explore beyond the curriculum where appropriate. Instruments are available in each key stage to be borrowed by teachers and pupils to support the teaching of music in the school.

Role of Subject Leader

- Provide advice and assistance to all staff when requested, in order to implement the Music Policy consistently throughout the school.
- To co-ordinate with other key members of staff in order to deliver the music curriculum within school.
- Organise resources to support the school Music Policy and scheme of work.
- Co-ordinate purchasing, organisation and distribution of resources.
- Liaise with outside agencies, other schools and colleges.
- Monitor the Music Policy and scheme of work.

Review

The Music Subject Leader will carry out observations, reviews of planning and performance throughout the academic year. Resources, teaching and learning needs will be identified through the above, and in consultation with staff. Training and Inset needs will be identified and budgets administered by the Subject Leader. Information gained from monitoring and evaluation will form the basis for the subject action plan. The music curriculum will be evaluated by regular consultation with the Executive Headteacher and Senior Leadership Team.