



Policy: Music

Reviewed: July 2019

Next Review: July 21

Responsibility: Subject Leader/SLT

Category: Category: Curriculum/T&L/Standards

Policy for Music

Nelson St Philip's Church of England Primary School

Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

Mission Statement

We love to learn. We learn to love. With Christ as our Guide we love and learn together". Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; every child is special in God's eyes.

At St Philip's Primary School we believe that from the beginning of their education everyone should enjoy the journey of discovery. We are passionate here about the journey we take together, aiming to support every learner in our school community on their voyage, ensuring that the path they tread is:

- Guided
- Flexible
- Purposeful
- Dynamic
- Safe
- Shared and valued
- Supported
- Completed in partnership

Aims and objectives

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 children. 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. 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.

The objectives of teaching music in our school 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 interrelated skills of performing, composing and appreciating music.

Music Curriculum Planning

Our school uses the National Curriculum for music as the basis for its curriculum planning. We then incorporate Charanga interactive music resource into this, with help and support from Lancashire Music Service. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work using Charanga, means that the children are increasingly challenged as they move through the school. Units from Charanga are then planned out for the whole school on the Long Term Plan by the Music Co-ordinator.

Teaching and learning

At St. Philip'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 and our teaching focuses on developing the children's ability to sing in tune and with other people, using the Charanga music resource. Through singing songs early in school life, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music and as children enter into KS2, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Additionally, children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children to make music together, to understand musical notation, and to compose pieces.

Progression and Continuity

Planning in music is a process in which all teachers are involved wherein:

- Development takes place through a process of collaboration between staff and is approved by governors.
- The 'Charanga' scheme of work to be used consistently across the school to guide planning and teaching.
- Topic areas are carefully selected and planned for to ensure full coverage of the National Curriculum and engaging opportunities for learning.

- Staff training will be identified and delivered at the time agreed in the school development plan.
- The music policy and the scheme of work will be reviewed and monitored every two years with support from Lancashire Music Service.
- Resources and equipment will be audited and monitored by the Music Co-ordinator every two years to ensure it is maintained and replaced where necessary.
- Planning and teaching of music is monitored by the Music Co-ordinator.

The Early Years Foundation Stage

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 Early Years 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. EYFS, again, use Charanga for their focus teaching as an aid to lessons and to also ensure clear progression throughout the year. 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.

KS1 and KS2

Weekly music lessons are taught throughout Key Stage 1 and Key Stage 2, incorporating both practical and theory, following the National Curriculum objectives. Each child is taught various musical skills and techniques through the use of a class instrument (Year 1, percussion/untuned instruments; Year 2, ocarina; Year 3/4, recorders; Year 5/6, glockenspiel). Teachers use Charanga for their focus teaching as an aid to lessons and also to ensure clear progression throughout the year. This also meets the National Curriculum objectives.

Enrichment

Children are offered the opportunity to study a musical instrument with peripatetic teachers each year, through Lancashire Music Service. Parents who want their children to participate in the scheme are invited to attend the after-school music lessons at Pendle Vale High School. This includes admission to their music ensemble groups and peripatetic lessons; fees are paid on a termly basis, for as little as £10.00. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as brass, woodwind or string instruments. This is in addition to the normal music teaching of the school, and is usually after school.

Resources

As a small school, we are remarkably well resourced for music. Available to all classes, is a percussion trolley, situated in the hall, containing all manner of untuned instruments ranging from wooden blocks to maracas. In addition, we also have a larger range of percussion instruments which include individual snare drums, tom-toms and African drums, which are also sorted in the hall.

In Year 2, each child has access to their own class instrument – an ocarina. They incorporate the learning of the ocarina into weekly music lessons alongside their singing focus.

In Year 3/4, as progression from the ocarina, children are given the opportunity to learn the recorder, alongside their weekly music lesson, singing focus, also.

Year 4/5&6 have full class access to glockenspiels which enables the children to learn a new set of instrumental skills but also allows for progression in music theory.

Assessment of Music

Formative assessment is used to guide the progress of individual pupils in music. This is mostly carried out informally by the teachers in the course of their teaching.

Suitable tasks for assessment include:

- group tasks in music making
- oral questioning
- individual discussions in which children are encouraged to appraise their own work.

Children will be able to demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress during lessons. Older pupils are encouraged to make judgements about how they can improve their own work. 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, and records these grades on the internal assessment tool – Classroom Monitor.

School Music Events and Opportunities

We believe that music enriches the lives of children, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Y3-6 to join. The choir meets on a weekly basis in the Autumn Term and although its primary aim is to enable children to enjoy singing together, it also enables them to perform in public on a number of occasions, including the local library and various care homes.

We also organise opportunities for budding musicians to perform for the school community during our whole school Music Day. This includes solo and ensemble performances as part of assemblies and concerts organised by the school for other classes and parents to watch. This recognises their achievements and celebrates their success.

During the Music Day, we also invite live performers into school to share their love of music with our children. We not only ask that they perform and inspire the children but also work alongside them, providing workshops and practical sessions for the children to engage in and further enhance their musical skills and knowledge.

Weekly Singing Practise

As part of the whole school worship rota, all children in St. Philips take part in singing for 30 minutes per week. These sessions are led by the Music Co-ordinator and incorporate elements of music skills, theory and history. The songs covered are often hymns which relate to the worship theme of the term, however songs relating to festivals and celebrations are also included, ensuring a wide repertoire of songs.

Role of the Music Co-ordinator

The subject is led by the Music Co-ordinator and each year time is set aside to review standards, write the yearly action plan and monitor curriculum provision with support from Lancashire Music Service. This also ensures that training and resources are up to date.

The role of the music co-ordinator is to:

- Take a lead in policy development and the monitoring of schemes of work designed to ensure progression and continuity throughout the school.

- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in music.
- Take responsibility for curriculum budget bid for the prioritised purchasing of resources.
- Keep up to date with developments in music education and inform colleagues as appropriate.

Written and reviewed by Emma Jane – Music Co-ordinator, 17.7.19

Date for review: 17 July 2020