

Nene Valley Primary School

Music Policy

Introduction

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 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.

Aims

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;
- develop the interrelated skills of performing, composing and appreciating music.
- build self-confidence.

Teaching and learning style

At Nene Valley Primary 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 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 to combine their individual compositions together to make sounds. We also teach them musical notation and how to compose music.

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 (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;

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- providing resources of different complexity depending on the ability of the child;
- classroom assistants may be used to support the work of individuals or groups of children

Additional music teaching

Currently parents can access a range of chargeable activities with the Fenland Music Academy, promoting individual or group instrumental tuition.

Music curriculum planning

Our school uses the Music Express scheme of work which is based on the national curriculum for its curriculum planning. The topics that the children study in this scheme 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.

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

Music Express contains the medium-term plans, which give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

The individual lesson plans for each unit of work list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans and amending them as necessary.

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.

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 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 is part of creative development and can be incorporated in to all other Early Years Foundation Stage learning areas.

The contribution of music to teaching in other curriculum areas

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Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We take part in the Orton Carol Service as well as other musical occasions that arise during the school year.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.