

ASHURST CE AIDED PRIMARY SCHOOL

MUSIC POLICY



Aims and objectives - Our Intent

The study of Music at Ashurst develops children's abilities to reflect, appreciate and ultimately analyse the compositions of others. We value its unique way of communicating that can inspire and motivate children and the important part it plays 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.

It is our aim for the 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.

Teaching and learning approaches - Our Implementation

At Ashurst music is an enjoyable learning experience. We encourage children to participate in a variety of musical experiences, through which we aim to increase 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 their reflective and descriptive skills in music when they develop their own understanding of how music can be used to represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Children are taught to make music together, to understand musical notation and to compose pieces of music.

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;

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- 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

The Foundation Stage

Music at Ashurst is 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 (ELG) and EYFS Framework 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 EYFS areas:

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.

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 is mathematically based.

Personal, social and health education (PSHCE) 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.

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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 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.

Computing

Computing can enhance the teaching of music, where appropriate, in all key stages. Children use ICT to enhance their research skills. They listen to music, and at times have opportunities to record their own compositions 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.

Additional music teaching

Children are offered the opportunity to study the flute with private peripatetic music teacher Mr Smith. Parents who want their children to participate in these lessons should contact Mr Smith through the school. Parents must purchase or hire an instrument and pay the music lesson fees on a half termly basis directly to Mr Smith. These lessons are taught to individuals and small groups of children. This is in addition to the normal music teaching of the school, and takes place during the normal school day.

Music curriculum planning

Ashurst uses Oak Academy and Kapow schemes of work as the basis for curriculum planning. Topics that the children study in music build upon prior learning. While 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 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. 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.

The medium-term plans, which we have adapted from Oak Academy and Kapow schemes, give details of each unit of work for each term. The subject leader is responsible for keeping and

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reviewing these plans. Ashurst has mixed-age classes, and the medium-term planning is on a two-year cycle.

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.

SEN Provision

There are children of differing ability at Ashurst. We teach music to all children, whatever their ability and individual needs. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Children identified as needing extra support in Music will be given appropriate help to access the curriculum in the classroom. Planning in Music takes into account the targets set for individual children in their Individual Learning Plans (ILPs). Their learning will be supported and incorporate specific approaches to enable them to learn, make progress and be successful. Children will be provided with challenges matched to their needs through a range of teaching strategies including:

- using scores that are user friendly and that children can read and understand
- using visual and written materials in different fonts and colours
- using different coloured overlays
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols

Equal Opportunities

Ashurst C of E Aided Primary School, has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Assessment:

All children are tracked using the in-school tracking system. After each unit of work, class teachers assess children based on their musical skills, knowledge and understanding linked to the objectives in the National Curriculum.

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Health and Safety

We want children to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out risk assessments prior to the activity, to ensure that the activity is safe and appropriate for all participants.

Outcomes - Our Impact

At Ashurst we strive to enable our children to develop a love of Music in all its various forms and to be able to demonstrate their ability in music in different ways. Through varied lessons we aim to give every child the opportunity to develop their understanding of music. Children work individually, in pairs and in groups to practise the skills to reflect on, comment on, read and play music. Children build up their knowledge of correct musical vocabulary and are encouraged to use this when discussing music. Older children are encouraged to make judgements about how they can improve their own work. Children are confident to engage in discussions expressing their ideas freely and confidently with examples where appropriate.

Cultural Capital:

At Ashurst we aim to support every child to gain the confidence and the ability to understand and contribute to a varied cultural awareness. We believe that taking children's learning experiences beyond what they already know is a fundamental part of becoming an educated citizen in society.

Music contributes to this through

- engaging children in a musical dialogue that is accessible to all to interpret and understand.
- providing rich opportunities for developing their understanding of different cultures and societies and enabling them to further understand the world they live in.
- Providing a vehicle for personal expression and personal development.
- Prompting children to ask and answer questions, make links and connections.
- Promoting cultural diversity both in the locality and in the wider community
- Providing opportunities to widen their understanding and discover cross curricular links such as between music and its geographical and historical influences.
- Teaching musical notation as a language that is understood across the world.
- Encouraging creativity and personal expression.

Monitoring and Evaluation

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This policy will be reviewed by the Music subject leader, in consultation with the staff, as and when elements of Music are identified or prioritised within the School Development Plan.

Roles and Responsibilities

Subject Leaders - To have an impact on raising standards of attainment for Music across the whole school.

- Adapt and use the Programme of Study for Music across the whole school to meet the needs of our children.
- To monitor the whole schools and individual needs.
- To be able to assess individual professional development opportunities and needs.
- To monitor and maintain high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher an effective programme of moderation and assessments.

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