



Dunmow St Mary's Primary School

MUSIC POLICY – October 2016

The Place of Music in the Primary Curriculum

MUSIC is unique in the curriculum, concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has three strands: performing, composing and listening. The performing element involves children using their voices and a variety of instruments for performing and improvising from memory or from a score. The composition element enables pupils to apply their performing skills and familiarity with musical genres in a creative way. The listening element supports their understanding of the value and significance of Music in society throughout history.

MUSIC is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "Music programmes of study" where they are categorised into four attainment targets in Key Stage 1:

- Using the voice expressively through singing songs, chants and rhymes
- Playing tuned and untuned instruments musically
- Listening with concentration and understanding
- Experimenting with, creating, selecting and combining sounds

And six targets in Key Stage 2

- Perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of music drawn from different traditions, great composers and musicians
- Develop an understanding of the history of music

Aims

OUR AIMS IN TEACHING MUSIC are to ensure that all children:

- Perform, listen to and compose a variety of music across a range of historical and modern styles and traditions from a variety of cultures, including the works of great Western composers
- Learn to sing and use their voices expressively and confidently
- Compose music individually and as part of an ensemble
- Improve skills when performing on an instrument
- Experience the use of technology and computing when composing and improvising
- Understand and explore the elements of music theory in practical and written contexts

Principles of the Teaching and Learning of Music

MUSIC is important because

- Music is a unique universal language with a rich culture and heritage

- Developing musical skills increases children's self-confidence, creativity and sense of achievement

Strategies for the Teaching of Music

MUSIC IS TAUGHT THROUGH A COMBINATION OF SPECIALIST TEACHING AND INTEGRATED ACTIVITIES

- Music is taught as part of the creative curriculum embedded within topic work
- Music is taught by classroom teachers and specialist music staff
- Children are taught to read sheet music, chord symbols and TAB notation through glockenspiels and ukuleles
- Children will engage with a variety of great western composers through the linked disciplines of listening, performing and composing
- Peripatetic music teachers visit the school weekly to offer fee paying, instrumental tuition to pupils. These include guitar, violin and piano
- Whole school singing takes place during music assembly for 20 minutes per week. The children practice hymns and songs for assemblies and church services

THE PREDOMINANT MODE OF WORKING IN MUSIC is class teaching, which leads to group work and individual work, where appropriate.

Within this structure:

- Groups are usually of mixed ability
- Relevant discussion using target language is encouraged

PLANNING IN MUSIC is the responsibility of classroom teachers.

- The foundation for curricular planning is the Music Programme of Study from the National Curriculum in England.
- Schemes of work for Music are developed by teaching staff to ensure enrichment of existing topic work
- All planning is assembled by the class teachers and approved by the Head Teacher.

THE ROLE OF THE MUSIC SUBJECT LEADER is to

- Act as ambassador for the subject, promoting and demonstrating music's importance in the primary curriculum
- Take the lead in policy development and the monitoring music teaching to ensure progression and continuity in Music throughout the school
- Offer specialist teaching in Music to classes where support might be needed
- Monitor assessment of progress in music and implement any action needed
- Take responsibility for the purchase and organisation of central resources for Music
- Keep up-to-date with developments in Music education and disseminate information to colleagues as appropriate

FEEDBACK TO PUPILS about their own progress in Music

- Aims to help children learn by being positive and constructive
- Is rooted in success tips based upon curriculum aims from the Programme of Study

LEARNING SUPPORT ASSISTANTS ARE USED IN MUSIC to assist

- Supporting children with additional needs, modelling performance techniques and aiding communication where necessary
- Helping all children access learning when relying on written music, breaking down information into smaller chunks, repeating instructions, simplifying the language and allowing children extra time to reflect on their learning.

PUPILS WITH SPECIAL NEEDS are often able to find areas of strength in Music.

For example:

- Pupils of all abilities have equal access to musical development and performances
- Makaton signs are integrated into many vocal performances
- All children benefit from mixed-ability grouping
- Musical communication is not reliant on spoken or written language skills

VISITORS TO THE SCHOOL and **MEMBERS OF THE SCHOOL COMMUNITY** enrich the Music curriculum by sharing a variety of skills and talents with the children. They include

- Visiting musicians for workshops and performances
- Peripatetic teachers
- Leaders of extra-curricular clubs

THE EMPHASIS IN OUR TEACHING OF MUSIC is on learning through doing and we aim to help each child achieve competence and control in

- Singing
- Using body percussion
- Making and classifying sounds
- Distinguishing pitch, dynamics, duration, tempo, form, timbre and texture
- Using musical instruments
- Listening and responding

Music scheme of work

All music is taught through a rich topic-based context through the interrelated practises of listening, performing, composing and movement. The following skills are emphasised in each phase:

EYFS

- Singing pentatonic songs and nursery rhymes with a focus on tuning and phrasing.
- Experimenting with sound makers in a variety of contexts, including soundscapes and storytelling.

Key Stage 1

- Performing and creating songs, chants and rhymes, in unison and in parts.
- Playing tuned and untuned instruments with a sense of rhythm and pulse.
- Listening to music with concentration and understanding.
- Reading and writing crotchet and quaver rhythms, including crotchet rests and repeat marks, using standard musical notation.

Lower Key Stage 2

- Confident singing with fluency and control in ensemble contexts, singing in unison or in parts.
- Performing on an instrument with an ensemble.

- Playing tuned and untuned instruments with a sense of musicality.
- Composing and improvising music in group contexts.
- Listening to and imitating music with increasing accuracy.
- Reading and writing simple rhythmic notation, performing more complex rhythms and polyrhythms by ear.
- Developing an understanding of pentatonic scales and introducing pitch notation.
- Reading and performing from TAB and chord charts.
- Appreciate and understand a range of music from different traditions and great composers.

Upper Key Stage 2

- Singing with confidence in a solo and ensemble contexts, in unison, in harmony and in parts.
- Performing on an instrument in a solo and ensemble context.
- Performing with accuracy, fluency, control and expression.
- Improvising and composing music for a range of purposes.
- Listening with attention to musical detail.
- Using and understanding pitch and rhythm on standard staff notation.
- Using and understanding pitch on TAB notation and chord symbols when playing the ukulele.
- Appreciating and understanding music from great composers, musicians and traditions.

EXCELLENCE IN MUSIC IS CELEBRATED in performances including

- Large scale productions which give each child an opportunity to participate.
- Smaller scale performances of groups or individuals in class or parent assemblies.
- School concerts.
- Drama productions.
- Choir trips and performances.
- Extra-curricular instrumental group performances.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Teachers in the course of their teaching mostly carry out formative assessment informally. Suitable tasks for assessment include:

- Small group discussions and evaluations at various stages of a practical task.
- Self-assessment according to success tips.
- Peer evaluations.

RECORDS OF PROGRESS IN MUSIC include:

- Half-termly assessments evaluating security with success criteria at each phase.
- Video and audio recordings as evidence.
- Copies of written sheet music, TAB notation, lyrics and chords.

REPORTING TO PARENTS is done annually through a written report. Reporting on Music will focus on each child's

- Confidence with performing in a solo context or as part of an ensemble.
- Creativity when composing and improvising.

- Understanding of musical detail when listening to music and appraising it.

Resources.

- There are no classroom resources for music, all resources are held in the school hall and music room.
- Central resources in music are the responsibility of the Music subject leader. They include:
 - Space for performance and rehearsal
 - A range of pitched and unpitched percussion instruments
 - Ukuleles
 - Recorders
 - Guitars
 - Music stands
 - Djembes
 - Steel pans

THE LIBRARY is used in Music for

- Reference – a wide selection of books is available covering, for example, musical instruments, classical and modern composers, and the music of other cultures.

HEALTH AND SAFETY ISSUES IN MUSIC include

- Use of instruments in accordance with health and safety requirements.
- Appropriate storage of instruments.
- Safety of performance and rehearsal space.
- Careful use of computing resources when learning about music technology.
- Safeguarding issues arising around one to one music tuition and use of music teaching spaces.