

***“A unique family working together to be the best”***

**Forest Lodge Community Primary School**



# **Music Policy**

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### **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 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 that 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 to 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.

Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.

### **Teaching and learning style**

At Forest Lodge 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 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 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 to make music together, to understand musical notation, and to compose pieces.

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;
- 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.

### **Additional music teaching**

All children in Year 3 are offered the opportunity to learn a stringed musical instrument with peripatetic teachers. Peripatetic music teaching is organised through The Wider Opportunities Scheme and this involves annual bids to Arts in Education. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the violin, viola or cello. This is in addition to the normal music teaching of the school and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson. Those children that show promise have the opportunity to continue their lessons in Years 4, 5 and 6.

There are opportunities for the children to learn the guitar from a peripatetic teacher, as well as steel pans from a peripatetic teacher. All children in Year 4 have the opportunity to learn playing steel pans and those that show promise can continue in Year 5. There is also a Ukulele club set up for children in Years 4 and 5. Those children that show promise can continue in Year 6. Every other term, a school choir runs as an extra-curricular music activity for Years 3-6. This takes place after school. Children work towards a final performance, whether in school or for a prearranged event happening outside of school.

### **Music curriculum planning**

Music is a foundation subject in the National Curriculum. Our school uses the International Primary Curriculum as a scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the 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. This progression has three aspects:

- 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.

The curriculum planning in music is through each unit of the International Primary Curriculum. Each curriculum map is assessed externally to ensure coverage of the foundation subjects, including music.

### **The 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 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. 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 curriculum 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. 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. The school utilizes Ros Wilson's 'Big Writing' which promotes the use of Mozart's music while the children are writing their assessments. Each class has their own Mozart C.D.

### **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 are mathematically based.

### **Personal, social and health education (PSHE) 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.

### **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 at Forest Lodge Primary School 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.

## **Music and ICT**

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children have access to computer programmes where they can choose to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. There are opportunities for them to listen to music on the Internet although some sites accessible at home are not available at school.

## **Music and inclusion**

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the International Primary Curriculum where we endeavour to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

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

## **Assessment for learning**

Children 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. . Assessment against the Assessment for Learning in the International Primary Curriculum Mileposts 1 and 2 allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of the International Primary Curriculum the teacher makes a summary judgement about the work of each pupil in relation Assessment for Learning data base and records these grades on the on-line grid on the International Primary Curriculum website. We use this as the basis for assessing the progress of the child.

## **Resources**

There are resources for music teaching units in the school. We keep resources for music in a central store. The library contains a supply of topic books and there is computer software to support children's individual research.

## **The school choir/orchestra and 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. Children in Year 5 are given the opportunity to learn how to sing as a choir. This is run by Dio-Sing, Leicester Cathedral. We have groups of children learning to play the violin, viola and 'cello through the Wider Opportunities programme run by Arts in Education. We have children learning the guitar, ukulele, piano and steel pans and we give termly performances to parents/carers and the whole school. There is a recorder club for children run by 'Kimbles' and children in Year 2 also receive recorder lessons.

## **Monitoring and review**

The coordination and planning of the music curriculum are the responsibility of the Head Teacher and subject leader.

This policy will be reviewed every two years.