



L.E.A.D. Academy Trust

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Forest Lodge Academy Music Policy

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Approval: Governing Body

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Forest Lodge Academy Music Policy

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 Academy, 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 / instruments 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 / extra-curricular activities

Children in Year 4, 5 and 6 are offered the opportunity to learn a stringed musical instrument with a peripatetic teacher. 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 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. Children work towards a final performance, whether in school or for a prearranged event happening outside of school. A lunchtime Music Technology club is also being run during one term throughout the year.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Forest Lodge Academy uses the Leicestershire Schools Music Service scheme of work for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit of work, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Children who are working at a greater depth in music are challenged with harder skill based objectives. These are available for each unit in the scheme of work.

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.

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 musical performances is sometimes one of the most memorable things young people do at school; we at Forest Lodge Academy hold a Music Morning to parents at the end of every term.

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 Academy 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 technology

Music technology enhances the teaching of music, where appropriate, in all key stages. Children have access to computer programmes such as Soundation and Garage Band where they can choose to compose music. They also use ICT to enhance their research skills, whether through the Internet or APP's. 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. 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 who are gifted and talented 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

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 on Evolve 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 and the assessments are put onto Target Tracker every term. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Photo and videos of children completing an objective are saved onto our school server which is evidence of children meeting a particular objective. Teachers are also asked to record their class assessments into a table for each unit of work and highlight children who are pupil premium and whether they receive peripatetic teaching. This allows us as a school to track the benefits and impact that teaching music has on children who are pupil premium.

Resources

There are some resources provided with the scheme of work that we follow. We have a dedicated space in school where a selection of percussion, tuned and un-tuned instruments are for all classes to use. When instruments are due to be replaced they are ordered. Staff in the school are made aware of any updates about new instruments and are encouraged to use them.

The school orchestra and musical events

We have groups of children learning to play the violin, viola and 'cello through peripatetic teaching on Wednesdays. We have children learning the guitar, ukulele,

piano and steel pans and we give termly performances to parents/carers and the whole school.

Signed: _____

Date: _____