

RIVERSDALE PRIMARY SCHOOL

Music Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



AIM

Music is a powerful form of communication that can change the way pupils feel, think and act. It provides students with opportunities to develop their creative, expressive and technical skills in music, and to foster an appreciation and enjoyment of music from a range of cultures and traditions.

We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

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;
- to explore the music of composers from across the world and throughout history.

TEACHING AND LEARNING

At Riversdale School, we encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing is a major component of our curriculum and 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 our students to listen to and appreciate different forms of music, and as they get older, we expect them to maintain their concentration for longer, as they 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 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;
- providing resources of different complexity;
- using teaching assistants to support the work of individuals or groups of children.

ADDITIONAL MUSIC TEACHING

Children in all years have the opportunity to learn to play the piano or a woodwind instrument through World Heart Beat. These lessons are in the school day. Parents pay for these lessons directly to World Heart Beat. Where a pupil premium child wants to learn an instrument then Riversdale will pay the cost of these lessons.

There are also extra-curricular club opportunities offered to children throughout the year, where they will develop singing skills or instrument ability depending on the nature of the club.

MUSIC CURRICULUM PLANNING

Music is a foundation subject in the National Curriculum. Our school uses the Kapow! scheme of work for music as the basis for curriculum planning. If appropriate, music is linked to themes and topics of other curriculum areas. There are also different music projects, e.g. class assemblies, Christmas concerts and end

of term productions. Children learning individual lessons perform each term to both the parents and the school.

Through Key Stages 1 and 2 pupils will be taught to:

- control sounds through singing and playing
- create and develop musical ideas
- respond to a variety of music from different times and cultures
- review individual and group musical activities
- listen with concentration and to internalise and recall sounds with increasing aural memory.
- Throughout, the teaching will focus on the seven elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

In addition, at Key Stage 2,

- singing in two parts, (as well as unison) is required
- digital technologies should be used to capture change and combine sounds.

THE 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 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.

CROSS CURRICULAR LINKS

The use of music can enrich learning in other subjects. It can provide a stimulus for expressive work in English, Art and Design, Dance and Drama. It allows for the discussion of feelings in RE and RSE. and enhances assemblies. The exploration of sound production has links to Science. Links can be made with History/ Geography topics, e.g. Tudor music, songs from World War 2. RSE underpins all of the units. Music encourages the children to develop confidence and responsibility. It helps to develop good relationships as children work together to create and perform music. Respect for the differences between people comes through experiencing music from different times and cultures.

MUSIC AND INCLUSION

At our school, music plays a key role in the curriculum for all children. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to show 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. For further details, see separate policies: SEND; Disability Discrimination; English as an Additional Language (EAL).

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. 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.

RESOURCES

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store.

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 participate in large school choirs. We have seasonal choirs which every child in years R-6 has the opportunity to be a part of. In addition, we have weekly music assemblies where students sing, listen and respond to a range of music.

MONITORING AND REVIEW

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

The quality of teaching and learning in music is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.