



Abacus 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 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 feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Teaching and learning style

At Abacus 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 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 and to 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 teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them basic musical notation and how to compose music. We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- Setting common 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.
- Giving pupils opportunities to take a lead in group work.
- Providing opportunities for pupils to be creative and independent in learning.

At both KS1 and KS2 the children practice and perform for a wide range of purposes:

- Whole school assemblies.
- Class assemblies – parents and carers are invited to spectate.
- Christmas Plays.
- Carol Concert at Miracle House - Year 3/4.
- The Big Sing - Year 3/4.
- End of Year Production - Year 5/6.
- First Access music tuition provided by Essex Music Hub.
- Abacus Has Got Talent.
- Glee Club (after school) – opportunity to perform at the O2 for Young Voices.
- Peripatetic lessons.
- Singing assemblies (separate Key Stages).
- Tunes on Tuesday.
- Class/phase music lessons.
- Go Noodle – Music and Mindfulness for Kids.

All of these involve a musical element and allow children to perform to a wide variety of audiences. Children of all ages are given the opportunity to take part and staff provide additional teaching during break and lunchtimes to prepare the children.

Music curriculum planning

Charanga Musical School reflects the new National Curriculum stated 'Purpose of Study and Aims'. Singing is central to Musical School with the units based around songs with differentiated instrumental parts for 24 instruments. They have been created to support a class ensemble approach where each child can sing and play an appropriate instrumental line. This helps to draw together children's learning together into a meaningful 'musical experience'. Throughout Musical School the children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments. Musical School is supported with onscreen resources at every step and between lessons the children can access Charanga Music World, a safe online space to learn, explore and develop their playing, creative and musicianship skills.

Medium Term plans map out the topics for each year group studied in every half-term. Medium-term plans give details of each unit of work, including learning objectives, possible teaching activities, and learning outcomes.

Short-term plans give more detail about the activities taking place, differentiations and resources. The units are organised so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge.

Foundation Stage

We teach music in Foundation classes as an integral part of the topic work covered during the year. As 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.

Contribution of music to teaching 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.
- Older children can 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

Music contributes to the teaching of mathematics in that 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.

Information and Communication Technology (ICT)

ICT is used in music where appropriate and is used as a teaching tool in KS2. Children use computer programmes to compose music and improve the presentation of their work through the use of ICT.

Science, Humanities and Languages

Singing has proved invaluable in the teaching of Science, History and Geography topics such as The Water Cycle, Weather, Continents, Oceans, Space, etc as well as learning French. The children recall facts by learning the songs, adding actions and dance.

Art and DT (Design and Technology)

The children often listen to music during art and DT lessons to promote more divergent thinking - a key element of creativity - as well as a calm working environment.

Physical Education (PE)

Teachers implement music and dance into their curricula in a number of creative, fun ways to get kids moving and active, e.g. music accompaniment in Dance, Go Noodle.

Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build 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. Pupils are encouraged to give feedback and ideas via the Pupil Voice questionnaires and suggestions for music themes and songs for singing assemblies.

Spiritual, Moral, Social and Cultural (SMSC) development

Listening, creating or performing 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 Abacus 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.

Special Education Needs and Disability (SEND)

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music considers the targets set for individual children in their Education, Health and Care Plan (EHCP).

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are taught to children who have chosen to learn one of a variety of instruments, such as the guitar or a woodwind instrument. 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.