

Woolenwick Junior School
Music policy V2

Policy Name	Music
Created by	School
Responsibility of	School Improvement
Reviewed by	KW
This Review Date	Jan 18
Next Review Due	2021
Cycle	3 years
Ratified by school improvement	31/1/18

Version History

Version	Amendments	Date	Author
V1	Updated	Sept 2012	Tanya Cassidy
V2	Review	Jan 2018	KW

Purpose of Studying Music (as taken from the 2014 National Curriculum's Purpose of Study):

- ❖ Music is a universal language that embodies one of the highest forms of creativity. We aim to build the children's confidence and skills in the critical skills of problem solving, decision making, leadership, communication, creative thinking, critical thinking, management and organisation.
- ❖ A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
- ❖ The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.
- ❖ Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world.

Aims (as taken from the 2014 National Curriculum for KS2 Music) :

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

Expectations (as taken from the 2014 National Curriculum for KS2 Music):

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.

Breadth of Study

At Woolenwick the children are taught the knowledge skills and understanding of Music through:

- A range of musical activities that integrate performing, composing and appraising
- Responding to a range of musical and non-musical starting points
- Working on their own, in groups of different sizes and as a class
- Using ICT to capture, change and combine sounds
- Listening to a range of live and recorded music from different times and cultures.

Planning

- Music is taught for one whole term as the focus topic subject. This co-incides with the year groups school performance to allow for increased exposure through singing and performing for a purpose.
- The school has adopted the 'Charanga' scheme of work to ensure appropriate breadth, continuity and progression. This also ensures the National Curriculum is completely covered.
- Within Charanga, planning is provided to use. This identifies time allocations, the learning objectives and outcomes and suggests activities that will enable these to be achieved.
- Teachers use these as their plans forming their short term planning. When needs be, they will modify the plans, adapting ideas in the light of assessment and the needs of their class.
- Plans are monitored either by the Headteacher or by the Music coordinator.

Teaching and Learning

- The school uses a variety of teaching and learning styles in Music. These are identified in the Policy for learning.
- We aim to provide information in a variety of ways and we promote active learning experiences that engage children and make learning worthwhile, interesting and fun.
- We provide a variety of Visual, Aural and Kinaesthetic teaching and learning material and give opportunities for children to record their understanding in a variety of ways.

- We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.
- In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
 - 1.setting common tasks that are open-ended and can have a variety of results;
 - 2.setting tasks of increasing difficulty where not all children complete all tasks;
 - 3.grouping children by ability and setting different tasks for each group;
 - 4.providing a range of challenges through the provision of different resources;
 - 5.Using additional adults to support the work of individual children or small groups.

Differentiation

- There are 3 ways in which children make progress in music
- Progression in the breadth of music, for example by increasing the range of musical style and genres, including different stimulus including poetry, dance and pupils own feelings and participating in musical activities in and out of school.
- Progression in the challenge and depth of learning for example children's level of engagement with the music, the length and complexity of experience, the subtlety and use of tempo and the length of children's aural memory.
- Progression in the quality of the outcome through increasing children's confidence, independence and ownership, their musical sensitivity and their ability to communicate through music.

Work at home and outside of lessons

Many activities provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks include:

- Identifying music from home linked to class learning, bringing it to school, and discussing why they chose it.
- Listening to music in many different situations and identifying how and why the music is used.
- Practicing rhythm and melodic patterns.
- Collecting ideas for composition work.
- Asking parents, carers, grandparents and family friends about the music they enjoy and the reasons for it.

Inclusion

- Music forms part of our school curriculum policy to provide a broad and balanced education to all children.
- We teach Music to all children, whatever their ability or achievement.
- We try to empower all children to achieve all that they can.
- We provide structured support and careful differentiation to ensure appropriate challenge.
- Where appropriate we may adapt activities to enable a child to complete an activity.
- Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Music takes into account the targets set for individual children.

Assessment and recording

- Teachers assess children's work in Music by making assessments as they observe them working during lessons.
- They note the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers use their assessments to plan the future work for the children.

- Teachers complete an end of unit assessment provided by Charanga where they identify those children who have made either more or less than expected progress
- Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.
- Teachers must pass their assessments on to the music coordinator who will then carry out a whole school analysis.

Resources

- The school has a good supply of percussion instruments displayed in the hall available for use by all.
- Each class has a computer ensuring access to music through CDs and the internet.
- There is a laptop in the hall ensuring music can be played either through the internet, CDs or MP3s.
- There is a selection of books in the school library covering musical instruments, composers and sound making (530 and 780).

Specialist Music Tuition

- The school currently hosts lessons in violin. These are provided by peripatetic teachers based at the Hertfordshire School of Music, Valley Way, Stevenage.
- A variety of lessons are available. Typically these consist of a 20 minute lesson for pairs or small groups of 3 or 4 children for 30 minutes or an individual lesson for 10 or 20 minutes.
- Information about Specialist Music Tuition is included in the School Prospectus, Newsletters and by letter at the beginning of the academic year.
- Parents who wish their child to have lessons should contact the school office.
- Specialist Music Lessons are defined as optional extra activities by the Education Reform Act 1988 therefore charges will be levied in accordance with the recommended charges from the Hertfordshire Music Service.
- Charges will be remitted to parents in receipt of Income Support or Family Credit. Support is also available for Children Looked After.
- Normally half a terms notice is required for the cessation of music lessons.
- The school also takes part in the Wider Opportunities scheme. Currently we have a peripatetic teacher based at the Hertfordshire School of Music, Valley Way, Stevenage who teaches Djembe drumming weekly. There is no charge to the children for this.

Monitoring and review

- The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader.
- The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- The Music subject leader gives the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.