

Lostock Hall Community Primary School



Music Policy



Music Policy

Rationale

Music is all round us. Music connects us, through people, events, places and in our ever-changing world. It is creative, collaborative, celebratory, challenging and it can bring communities together. Our main aim is to provide the children with as many musical experiences as we can such as; singing, playing instruments collaboratively, listening to a range of music from a variety of times and encompassing a range of cultures.

The Music policy in this school reflects the value and importance of Music throughout all key stages. It provides a framework for staff, which gives guidance on practice and outlines procedures for planning, teaching and learning and for monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that children's needs are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures.

Main Aims

Music is a foundation subject within the National Curriculum. We aim to: -

- Enable each child to grow musically at his/her own level and pace
- To foster enjoyment of all aspects of Music
- To provide children with opportunities to listen to a variety of music, by a range of composers, in differing styles and traditions
- To develop aural discrimination and perception
- To develop instrumental and vocal skills
- To develop a creative ability in composition and music making
- To teach a repertoire of songs
- To promote positive attitudes and enthusiasm for music activities in school
- To develop children's social skills and awareness when they make music together.

These aims will be achieved by: -

- Active 'hands on' music sessions where children listen, investigate, create and perform.
- The development of the interrelated skills of listening, performing, composing and appraising in all musical activities.
- Challenging, motivating and relevant musical activities.
- Opportunities to record ideas and their own performances in a variety of ways.
- Opportunities to use ICT to create and support music making.
- Opportunities to perform to others.

By making and responding to a wide range of music, children should be helped to understand:

- How sounds are made, changed and organised through the use of musical elements and structures.
- The use of instruments and musical processes including relevant symbols and notations.

- These aims are consistent with our school philosophy and take account of National curriculum guidance.

The Programmes of Study

The school follows the National Curriculum Programmes of Study, as well as our own chosen scheme Kapow. In music there are two main requirements

1. Knowledge, skills and understanding
2. Breadth of study

Key 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.

Early Years Foundation Stage

Children are given many opportunities to develop their own musical and cultural awareness. Time and opportunities are provided to develop the children's imagination and creativity. It is important that children have regular opportunities to engage with music, enabling them to explore and play with a wide range of instruments and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through music.

Breadth of Study

Key Stage One

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 Two

- 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.

Curriculum and School Organisation

The music scheme is organised into units of work for each year group. Each class teacher is responsible for the delivery of his/her class's music programme.

Scheme of work

The scheme of work is based on the aims and objectives from the National Curriculum. Our school uses the scheme Kapow across school. In the Foundation Stage, Key Stage 1 and Key Stage 2 each year group have units of work which focus on the key elements of music. Detailed medium-term plans are produced by the class teacher and are monitored by the Music subject leader

Class organisation and teaching style

Activities in class may be grouped according to ability and children may work individually, in small groups and as a whole class. They may be teacher led or open ended and differentiated by task or outcome.

Assessment, recording and reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Our methods of assessment include: -

- Teachers observations/recordings of pupils – often these are recorded on seesaw
- Teacher/pupil discussions
- Teacher questioning
- Use of pupils' own scores/recordings of their music making
- Self evaluation
- Use of relevant music software
- Assessment against key objectives for a unit of work

Extra-Curricular Music Activities

- Choir
- Brass lessons
- Keyboard lessons
- Guitar lessons
- Brass Attack – an extra-curricular Brass Group

We have four peripatetic music teachers who come into school on a weekly basis to teach those children in key stage two who have selected to learn to play an instrument. Some of our peripatetic teachers are bought into school through the Lancashire Music Service.

Whole Class Instrumental Tuition

As a school we have bought into 'Whole Class Instrumental Tuition, this gives every child in year four the opportunity to learn to play a Brass instrument for the year. A music specialist from the Lancashire Music Service delivers these music lessons alongside the year 4 class teachers. The children are given an instrument on loan for the year . The children share their progress at termly concerts with parents/other children in school. If children wish to continue with any instrument after the wider opportunities project they have the opportunity to take up lessons with one of our peripatetic music teachers. These lessons do, however, need to be paid for by parents.

Singing

Singing is not only a vital part of the music curriculum but at our school we know and understand how singing together encourages co-operation, a sense of pride and belonging and a general happiness. All classes in our school sing regularly as part of daily routines, part of lessons in class and for pleasure and enjoyment. Each Key stage has a weekly singing practice where new songs are learned as well as old favourites practised. We encourage visitors to our school to get involved with singing at whole school special assemblies such as Harvest, Christmas, Leavers and Christingle. We have a choir in school that has gone from strength to strength over the years and regularly take part in a wide range of events from singing at a Remembrance Concert with our local Brass Band, to Christmas Carols for the elderly members of our village and large scale events such as the Let's Go Sing project.

Resources and Accommodation

Each teacher has access to Kapow our music scheme but also other resources such as Out of the Ark, Musician of the month and Sing Up website.. The musical instruments are kept in the Music store room (which is located off the hall) Supplementary music teaching books are in the relevant year groups. Money is allocated to the subject annually. New resources are and projects/ support are bought into school by the Music subject leader in consultation with staff

INSET Provision

INSET is made available according to the needs identified in the School Improvement Plan, teaching and non teaching staff are encouraged to request any training they feel is appropriate to their needs and it is provided if possible. Information and ideas from courses that staff have attended are passed on and discussed at Curriculum Development Meetings.

Equal Opportunities

All teaching and non-teaching staff at Lostock Hall Community Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest possible progress in all areas of the curriculum while at our school.

Special Education Needs

We aim to respond to children's individual needs and talents so that their musical experiences are rewarding and enjoyable. We aim to identify those with special educational needs and talents and ensure that they are catered for. Able children will be given opportunities and encouragement to develop their own performance skills by taking part in music groups and performing for different audiences both formal and informal