

Bitterne C of E Primary School



Policy for Music

Headteacher

BPS- Andy Peterson

Last review – September 2019

Next review – September 2021

Signed by Chairs of Governors

Amanda Humby on behalf of Bitterne CE Primary School

Purpose of the policy

This policy has been designed to:

- Establish an agreed approach to the teaching of Music within the school;
- Describe the purposes, nature and management of the Music curriculum taught and learned within the school;
- Ensure that the music curriculum in the school meets the requirements of the national curriculum.
- Ensure continuity and progression within and between key stages;

The Nature of Music at Primary School

'Music is a universal language that embodies one of the highest forms of creativity. 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'
National Curriculum music purpose of study 2014

Aims of The National Curriculum

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations;

NC 2014 aims

The Music Curriculum

The National Curriculum 2014 sets out the programmes of study for each key stage.

The Programmes of study

Early Years Curriculum

- Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, **music**, dance, role play and stories.
- Exploring and using media and materials - Children **sing songs, make music** and dance, and experiment with ways of changing them.

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 un-tuned 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 interrelated 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 interrelated 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

Delivery of Music at Bitterne CE Primary School

To ensure a high-quality music education is provided, at Bitterne CE (VC) Primary school, all children receive weekly music lessons taught by specialised music teachers from Showcase Music School. Each year group will build upon the skills already learnt and broaden knowledge and understanding, as set out in the National Curriculum programme of study. In year 4, every child learns to play an instrument through the Showcase Music School 'Music on the Map' programme.

For a child to learn an instrument in greater depth, peripatetic lessons are offered and Showcase Music School provides specialist teachers to teach the children instruments such as guitar, violin, piano, flute, clarinet, saxophone, trumpet, trombone, drums, and singing.

Extra-curricular clubs in drumming and singing are also provided by Showcase Music School, to develop children's understanding and enjoyment of music, after school. Children are also encouraged to join an ensemble group so that they develop an understanding of how to play an instrument as part of a group.

Singing is linked to Collective Worship themes in school and is delivered by the Music Leader each week, where the children are provided with opportunities to:

- Join in with group singing, building a repertoire of songs.
- Use chants and rhymes to build rhythmic capability.
- Sing unison songs with control and simple rounds with an awareness of how the part should fit
- Sing with increasing awareness of pitch, demonstrating the shape of the melody
- Maintain parts with support in songs, rounds and part songs
- Confidently sing a variety of songs from different genres with accuracy of pitch
- Confidently and fluently sing in tune with clear diction, breath control and tone
- Sing with increasing understanding of expression and confidence

Planning

Planning will be created and delivered by the specialist teachers from the music provider Showcase Music School, in conjunction with the National Curriculum Programme of Study for music.

Assessment and recording

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.

Teacher assessment should take place, by the specialist music teacher, at the end of each unit of work and should be recorded and kept as evidence to track the progress of children throughout the year. The outcomes of assessments should be used by teachers when writing reports to parents, at the end of the year.

Specialist music teachers will provide end of year reports for individual children - who receive peripatetic lessons- that will describe the child's progress throughout the year.

Inclusion

Every child must have equal opportunity to access music and succeed. This should be achieved by providing quality first teaching with clear and appropriate support and challenge; the accurate use of on-going assessment and prompt high-quality feedback.

- Allow all abilities of children access to a music education, differentiating where necessary to provide for those individuals with special educational needs;
- Promote accelerated learning of able and talented children to ensure that these pupils develop their potential;
- Enable children of differing gender and ethnic backgrounds access to a music education.

Links to other areas of the curriculum

Links to English

Music contributes significantly to the teaching of English 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. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Links to Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Music is often linked with mathematics, as the rhythm and structure of music is mathematically based.

Links to Information and communication technology

ICT will be used in music where appropriate, for example, children can use computer programmes to compose music.

Links to personal, social and health education and citizenship

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 developing self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

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 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.

Links to speaking and listening and spoken language.

All adults model and develop children's speaking and listening by talking to children, asking questions, modelling new vocabulary and helping children to express their ideas orally. There should be planned opportunities to develop skills in speaking and listening. Music teachers should be good role models for the correct use of musical vocabulary.

Providing appropriate delivery of Music

Teachers should aim to promote a positive attitude towards music as well as further developing the Christian ethos of the school. (Love, Trust and Forgiveness)

Children should be encouraged to:

- Continue to develop a **love** and enthusiasm for music;
- Be respectful when working with others: **trust** that others comments and suggestions are to ensure a positive outcome in the development of their musical ability;
- Be able to show **forgiveness**, when other pupils may have a different understanding of music, and support them in their development.

These qualities will be developed by the teacher both by encouragement and by example.

Health and safety

- The school piano must never be moved by children or by adults unaided.
- Children must never share recorders or any other blown instrument. When instruments are loaned to individual players, the instrument should be disinfected.
- Keyboards must be stored safely and the adaptors safe to use.
- Teachers should inform music leader of any broken or damaged instrument.

Resources

Peripatetic instruments, instruments for use by year 4 pupils and recorders will be provided by Showcase Music School.

Leadership of Music

The role of the Music Leader

- Should have a clearly communicated and ambitious vision for music, securely based on accurate evaluation of the school's strengths and areas to develop.
- Should be relentless in ensuring that the music in the school follows this policy, which will result in greater consistency in the teaching and learning for music.
- Undertake regular monitoring activities for music (undertake learning walks, pupil conference, data analysis, etc.)