



Calow Church of England (V.C.) Primary School

Music Policy

Introduction – The importance of Music to the curriculum

Music develops children's awareness of rhythm, pitch and sounds that are around them. It helps children to listen and take part in a creative, cultural curriculum. Through the learning of music children are able to make links across the whole school curriculum. Children will be encouraged to reflect on the Christian ethos where appropriate in their study of music.

Aims

Our aim is to encourage awareness, enjoyment and appreciation of music in all its forms. Children will be able to develop their imagination and creativity. Children are encouraged to develop performing skills, composing skills, appraising skills and listening and applying knowledge and understanding.

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum and they learn about music through Creative Development. It focuses on 4 aspects: Being Creative, Responding to Experiences, Expressing and Communicating Ideas; Exploring Media and Materials; Creating Music and Dance and Developing Imagination and Imaginative Play.

Children will respond to what they learn through their senses. They will listen to sounds and music and join in with songs and move to music. They will build on their experiences of the real world and transform them into something new –through role play, music, pretend play, or small world play.

Key Stage 1 children will listen carefully and respond physically to a wide range of music. They will learn to play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They will explore and enjoy how sounds and silence can create different moods and effects.

Key Stage 2 children will sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will learn to improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing independence and creativity. They will explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Teaching and learning

In the Foundation Stage children have access to musical instruments and the listening centre at all times. They recall and sing songs independently and move expressively to music. When creating music they explore rhythm, tempo, pitch and duration and show awareness of repetition and phrases in music. They achieve the Developmental Matters Outcomes for creating music and dance at 30-50 months and 40-60 months and work towards achieving the Early Learning Goal for creating music and dance.

In Key Stage 1 and 2 Music is supported by ideas taken from the QCA published scheme of work, Music Express and topics related to the National Curriculum targets. In Key Stage 1 pupils learn about exploring

sounds using their voice, body or instruments, duration, rhythm and beat, pitch, exploring instruments and timbre, tempo and dynamics.

In Key Stage 2 children work mainly on areas identified in the National Curriculum and is supplemented by QCA units of work and. In Year 3 children learn about exploring descriptive sounds, exploring arrangements, exploring singing games, singing skills, composing skills and learn to play the glockenspiel. In Year 4 children learn about exploring pentatonic scales, exploring colour sounds, exploring rhythmic patterns, singing skills, composing skills and extending learning to play the glockenspiel. In Year 5 the children are working with the Derbyshire Music Partnership Wider Opportunities Whole Class instrument lessons and are learning to play the Clarinet. In Year 6 children learn how to perform together, explore sound sources, explore music processes and extend learning to play the keyboard.

In all Key Stages cross-curricular opportunities are made whenever possible. Children in Key Stage 2 are given the opportunity to have music lessons with a peripatetic music teacher. The Music for Schools Foundation (Normans) offers lessons on the Clarinet, Flute and Cornet. The Music Partnership offer Violin lessons. Children in Key Stage 2 also have the opportunity to take part in the school choir which make regular links with the local community.

All children are given the opportunity to listen to a range of music at the beginning and end of each Collective Worship. Hymns are also sung as part of Collective Worship.

Resources

The school's resource base contains a variety of musical instruments both tuned and untuned. There are also a range of posters, CD's containing music from different eras and countries and a range of songbooks mainly with CD accompaniment. Resources are kept in our resource room.

Inclusion

Calow Church of England (V.C.) Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are catered for to ensure that all children are able to reach their full potential. It is the responsibility of class teachers to ensure that differentiated work is available at appropriate levels for the children in their class, taking account of ability. Differentiation may be provided by activities of varying degrees of difficulty with differentiated objectives, different expected outcomes and use of an alternative range of resources or the amount of support given. The progress of vulnerable pupils tracked to ensure their needs are met appropriately.

Children that are placed on the Gifted and Talented register for Music should be given relevant extension tasks which further their learning and these tasks should be detailed on the relevant planning. Higher attaining children should also be given a wide range of challenging tasks that help them to learn new skills as well as improving existing skills.

Teachers needing support with differentiated activities may consult the various planning resources used in School or the advice of the Subject Leader or the Teacher with responsibility for inclusion.

Assessment, Recording and Reporting

Children's progress is monitored through observation and by using planning and learning objectives. Teacher assessments are made at the end of each unit or topic using a range of relevant assessments. The School assessment cycle includes work scrutiny for Music. Attainment in Music is reported on end of year reports.

Monitoring and Evaluating

Monitoring of pupil progress and attainment takes place throughout the year. This is done through scrutiny of pupil's work and through scrutiny of teacher's planning. All pupils participate in music lessons and some have the opportunity to re-visit their experiences and develop their creativity and skills at other times. The Subject Leader will monitor teaching and learning in Music as part of the schools development plan and monitoring policy and will provide support for other members of staff. Observations and assessment are carried out by teachers where appropriate and meetings are held with the School Council to ascertain pupil's opinions. The Subject Leader keeps samples of children's work in music. An action plan is developed yearly leading to an end of year position statement about teaching and learning in music. The link governor is actively involved, meeting with the Subject Leader to discuss action plan progress and the position statement throughout the year.

Policy devised: April, 2012