



CALOW CHURCH OF ENGLAND (V.C.) PRIMARY SCHOOL

Music Policy

Introduction – The importance of Music to the curriculum

The purpose of studying music is to ‘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,’ so that pupils develop ‘a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon’. 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. All pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They will 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. They will 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 notation.

Teaching and learning

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum and they learn about music through Expressive arts and design. It focuses on enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. 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. 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. Children are assessed and reported as meeting expectations, exceeding or not yet achieving the Early Learning Goal at the end of the Foundation Stage.

Key Stage 1 children will use their voices to speak, sing and chant a simple melody. They will use instruments to perform simple patterns and accompaniments keeping a steady pulse. They will be able to make a sequence of sounds and use symbols to represent sounds. From this they will order sounds to create a beginning, middle and an end to music. They will listen to a range of music and will say whether they like or dislike a piece of music.

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 how to sing a tune with expression and play clear notes on instruments. When composing music they will use different elements, combine different sounds to create a specific mood and improve their own work. They will listen to a range of music and recognise the work of at least one famous composer. In Year 4 children will sing songs from memory with accurate pitch. They will perform a simple part rhythmically. They will use notation to record compositions in a small group or on their own and explain why silence is often needed in music. They will begin to identify the style of work of Beethoven, Mozart and Elgar. In year 5 children will maintain their part whilst others are performing. They will compose music, use notation to record groups of pitches and suggest improvements to their own work and that of others. They will contrast the work of a famous composer and explain their preferences and evaluate music using musical vocabulary. In year 6 children will perform parts from memory and take the lead in a performance. They will use a variety of different musical devices in their composition. They will compare and contrast the impact that different composers from different times have had on people of that time.

In all Key Stages cross-curricular opportunities are made whenever possible. 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 Gifted and Talented lead teacher.

Health and Safety

The suitability of resources are considered before use. Internet safety is followed in line with the school policy.

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. Children will be assessed as emerging, expected or exceeding at the end of each term.

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 school's 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.