



## King George V Primary School

### Music Policy January 2016

#### Aims

Music is a unique way of communicating that can inspire and motivate children. It is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music promotes children's spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. 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 and creativity, aesthetic sensitivity and fulfilment.

#### Objectives

- To teach music through the National Curriculum and the Creative Development area of learning from the Foundation Stage.
- To promote all the children's achievements in music within the school and the wider community.
- To provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
- To develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music.
- To become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

## **Teaching and Learning**

At King George V we aim to make music an enjoyable learning experience. We encourage children to participate in a wide variety of musical experiences through which we aim to build up the confidence of all children. We teach children to listen to and appreciate different forms of music and music from different cultures around the world. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We encourage children to work with others to make sounds and how individuals can combine together to make sounds. We also teach children basic musical notation and give them the opportunity to compose their own music.

## **Planning**

The music curriculum is defined by the programmes of study in the National Curriculum and the expected standards of children's performance by the attainment targets. The content of the programmes of study is implemented through the teachers own planning and wherever possible Music is linked to other areas of the curriculum, particularly Literacy and class themes.

*See separate document 'progressions of skills in music' produced by Sandwell Music Team, which outlines how we will ensure appropriate continuity and progression.*

The teaching of music in the foundation stage allows children to explore sound and the building of patterns of sound known as 'music.' Children in the nursery and reception classes have access to musical instruments and listening stations. They also explore music through dance, movement, story, role play and singing.

## Resources

- The Charanga Musical School Scheme provides teachers with possible lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support teaching. The Scheme supports all the requirements of the new National Curriculum. *Each member of staff has their own log in details.*
- 'Active Learn' CD and Teacher Resource pack, which has been put together to develop the knowledge and understanding of great composers across all key stages and also to develop student's ability to listen with concentration; a key learning tool in all areas of the curriculum. *Music subject leader and phase leaders have a copy of this resource.*
- A selection of tuned and untuned percussion instruments are stored in the learning Room.
- Keyboards are stored in the ICT suite.
- An audit of resources is carried out annually, but staff can request resources when needed. Although the subject leader is responsible for the maintenance of resources, all staff and children are encouraged to care for them.

## Additional opportunities

- Extra-curricular activities are provided by teaching staff throughout the year.
- Visiting groups of musicians from the Sandwell Music Team perform to the children to give them experience of live music.
- Year 3 children have the opportunity to learn the keyboards, this is an hour long whole class taught session each week, funded by the school.
- Children have weekly song practices, during which the children learn and practise singing techniques and a wide range of songs. Children also sing in assembly twice a week.
- Upper phase children use their musical skills to perform a special end of year production both to the whole school and parents. Year 6 also showcase their leavers assembly.
- Early years and Lower phase children take part in an annual Christmas production, acting, singing and playing instruments. The whole school also take part in a carol service at the church, where each class have the opportunity to prepare and perform something of their choice.
- Children who learn an instrument both inside and outside of school are encouraged to share their learning by performing in assemblies and in sometimes producing a special assembly for the whole school.
- Once a year each class takes turns present a class assembly to the school and parents.

### **Equal opportunities**

All pupils regardless of age, gender, ability or cultural background have equal access to the Music Curriculum. The needs of the musically gifted and the less able are recognised and met through:

- Differentiated questioning
- Differentiated tasks set
- Appropriate grouping

This applies particularly to Composing tasks and Performances.

### **More Able and Talented**

Children with exceptional musical skills need to be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.

### **Use of ICT in Music**

When appropriate, the children should use ICT to support and enrich the music curriculum. Particularly when recording work, but also for composition and performance. These activities can be supported by the app 'Garage Band'.

### **Monitoring, Assessment and Evaluation**

This is carried out by the Music Co-ordinator, across all Key Stages and includes:

- Reviews of teacher's planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Informal observation of teaching and learning during music lessons.
- Staff meetings and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a pupil's records, parent discussions and annual reports.
- All peripatetic teachers responsible for teaching the Music National Curriculum will be monitored and each child's progress reviewed by the music subject leader.