

## **Panshanger Primary School Music Policy**

### **Intent of the Music Curriculum**

*Why do we teach this? Why do we teach it in the way we do?*

### **Philosophy**

Music is a powerful, unique form of communication that can change the way children feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps children to understand themselves and relate to others, bridging the gap and forging important links between the home, school and the wider world.

Listening, creating or performing music can be a moving and even spiritual experience. Music develops listening and concentration skills, increases self-discipline and creativity, aesthetic sensitivity and brings a sense of fulfilment. Skills learned through the teaching of music transfer to study skills, communication skills, and cognitive skills useful in every part of the school curriculum and beyond school into the life of work.

Many children will have their first experience of music when they go to school. Participation in successful and exciting public musical performances is sometimes one of the most memorable things young people do at school. Music education, therefore, must be of a high quality, which is engaging, relevant and memorable and provide children with experiences which will bring countless benefits throughout life.

### **Aims of Music**

In Panshanger School, we aim to:

- Inspire and motivate children to engage with music and to celebrate children's progress
- Provide children with an enjoyable experience of singing and performing, as well as making music with others
- Develop in children a sense of group identity and togetherness, which fosters and promotes cooperation and teamwork
- Develop positive attitudes and respect for others
- Develop children's ability to think and act as musicians, reflecting independently on their work and developing confidence in making musical decisions
- Develop the listening and thinking skills which underpin all musical activities
- Develop children's learning in and through music, as well as about music
- Develop knowledge of and a practical understanding of the language (inter-related dimensions) of music
- Lay the foundation for further teaching and participation in music in secondary school, as well as a lifelong enjoyment of music

### **Objectives**

We will achieve these aims by:

- Providing for music to be performed in a variety of ways including the voice, body percussion and movement and as well as through a variety of instruments
- Providing a curriculum which allows the exploration of the voice in younger children and develops the children's confidence in using their singing voice individually and collectively
- Developing listening and thinking skills- the inner voice (the thinking voice) which works with the memory and the finer skills of discrimination- distinguishing between sounds and voices, which underpin musical decisions related to singing, composing and performance.
- Providing opportunities for different types of performance and music-making, informal and formal, individual and communal in school, the local community and further afield
- Developing and promoting musical learning through practical music-making and making sounds across a range of contexts, including singing, creating, playing, performance and music technology
- Providing a variety of opportunities for listening, which will include music produced by the children themselves, performers visiting the school or at external events, as well as a range of appropriate recorded music

### **Implementation**

*What do we teach? What does this look like?*

### **Teaching and learning style**

Music is timetabled once a week from Reception to Year 6 and is taught by a music specialist. In this way, the teaching of music is consistent, well-informed and progressive. The music teacher uses a variety of teaching techniques to give all children the best chance to succeed.

Songs and listening activities are chosen carefully so that children experience musical skills and concepts in a practical and enjoyable way, through games and activities using the body, movement and a variety of props and other resources. Singing is at the heart of the music curriculum. Children gain insights into important aspects of singing development, such as posture, following a conductor, breathing, tone quality, clarity, exploring and expressing mood, as well as the lyrics of songs.

Children also have experience in learning songs and performing using repertoire, which is not part of the regular class music lessons, working with the music teacher, class teacher or others, including visiting specialists. Performance opportunities include school, community events or other concert occasions.

Children learn how to make music using their own body and voice, as well as using other instruments including percussion and keyboards. The children are taught to respect instruments, to listen carefully to and discriminate between sounds and develop their aural memory. The children build on early experiences to create sound effects and later to explore the representational use of sound. Children work in partners, small groups, or whole classes to explore, share, create, combine, perform and refine sounds. Children are encouraged to evaluate and refine their compositions in an informative and productive way. Peer evaluation and self-evaluation features widely in music lessons.

Children listen to music regularly, in class, in assemblies and in class music lessons. As children get older, they are expected to maintain their concentration for longer and to listen to more extended pieces of music. Children learn how music can trigger feelings and emotions, represent ideas or characters and a time and place, and reflect the nature and purpose for which it was composed or performed.

Children have music ‘talk’ partners in class music lessons and regularly share their feelings about music or their opinions of music -their own or recorded-justifying their responses using musical vocabulary appropriate for their age and stage. The children are encouraged to apply their understanding and knowledge of music elements, such as pulse and pitch, into their musical compositions.

Children are also taught how to represent music with symbols including notation of rhythm and pitch and tonic sol- fa.

### **Extra-Curricular opportunities**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority’s Music Service and we have chosen to participate in the programme. Parents who want their children to participate in the scheme pay a fee on a termly basis, which covers tuition and the loan of an instrument. If an instrument is unavailable, the school makes every effort to hire or borrow from the music Service or other schools.

Children learn in small groups and can choose from a variety of instruments. This is in addition to the regular music teaching of the school, and usually takes place during lessons or at lunch-time from which children are withdrawn for the duration of the instrumental lesson.

Music clubs include choir and ukulele.

### **Whole School Singing Assembly**

This takes place every week, during which children in R - Yr.6 learn and practise a wide range of songs. The school has a subscription to Sing up and take part in annual Sing up events.

### **Curriculum planning**

The curriculum plan is based on:

- Developing a range of musical experiences which match children’s developmental needs and particular individual needs
- Promoting good listening skills and music ‘talk’
- Planning for sense of achievement and increased challenge in musical activities
- Increasing confidence, sensitivity and creativity in the children’s music-making
- Providing opportunities for developing singing as individuals, groups, class or whole school
- Providing opportunities for performance for different purposes and in front of different audiences
- Developments in music education and new music opportunities as they arise.
- Providing opportunities for children of all abilities to develop their skills and knowledge as they progress through the school
- Setting and managing high expectations of children’s behaviour and a positive attitude towards music

Plans are drawn up and put together by the specialist music teacher from a variety of sources. Audio and visual resources include appropriate material from the internet such as YouTube, as well as other relevant recordings from trusted sources.

The school’s plans meet the requirements of the National Curriculum Programme of study for Music.

A long-term plan has been drawn up to map out how music will be taught over the year, links being made, where possible, with class topics and assemblies. Based on this, medium-term plans are written

to provide broad details of weekly music for each half-term. The short-term plan details a key learning objective for each lesson, together with success criteria (linked to half-termly objectives) which are communicated and evaluated with the children and contains an evaluation of progress as well as actions to be taken in the following lesson. For the children in the Foundation Stage and at Key Stage 1, music is also taught as an integral part of the topic work covered during the year.

The music subject leader and specialist music teacher are responsible for music planning, teaching, assessing and recording from Reception through to the end of Key Stage 2.

### Foundation Stage

EAD (Expressive arts and design) is one of the seven areas of learning identified in Development Matters and in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. There are planned opportunities for children to undertake creative activities every day, both during child chosen play and during directed small group sessions. Clear learning objectives are set out for each activity and children are given opportunities to use a variety of instruments and to talk about their work. Music also contributes to children's personal and social development, and, by singing songs from different cultures, helps to increase to the children's knowledge and understanding of the world. Additional teaching, by the music teacher in weekly music lessons, builds on the skills taught in Foundation stage in preparation for Key Stage 1 and beyond. This table shows the links between the music curriculum and the early years curriculum:

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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### **Cross-Curricular Links**

Music contributes to the development of motor skills in PE and supports work on pattern and processes in mathematics and understanding of sound in science. Computing enhances children's learning in music and other subject areas. Children listen regularly to recorded music in assemblies, music lessons and on the internet.

### **Reading**

Music contributes to the development of language skills through reading and singing songs. Through reading lyrics children have experience of a range of reading related skills such as inference, rhyming and understanding of stories.

### **SEND**

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation, so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Music is taught to all children whatever their ability. Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### **Equal Opportunities/ Inclusion**

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the music curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

### **Spiritual, moral, social and cultural development through Music**

Music supports development of SMSC in the following ways:

### **Spiritual**

- Considering how music makes you feel and how it can ‘move’ us deeply
- Encouraging children to show their delight and curiosity in creating their own sounds
- Through the experience and emotion of responding to performing, listening to and composing music. We encourage our children to express their feelings verbally

### **Moral**

- Through exploring how music can convey emotions such as sadness, joy and anger
- By appreciating the self-discipline required to learn an instrument or to perform as part of a group

### **Social**

- Through singing and performing together as a group, a class or the whole school
- By appreciating how music is used in different ways in different settings

### **Cultural**

- By giving children the opportunity to learn an instrument and taking part in singing regularly
- Be encouraging children to listen and respond to different musical traditions from around the world
- By appreciating musical expression from different times and place
- By listening and responding to music from our musical heritage

### **Assessment and recording**

Assessment of musical learning is firmly rooted in what is evidenced in the range of learning activities in which the children are involved. Such opportunities include how children participate and enjoy being musical, listening to children’s talk, pupil voice, watching children responding and playing and practical music-making.

The music teacher forms ongoing assessment judgements of the children’s work which are used to inform the next stage of the children’s musical journey. These assessments are used to build up a portfolio of assessment which demonstrates progression over time. Where appropriate, audio and/or video recordings or written work will be collected by the music teacher and used in discussion with the children, shared with others in the school or the school website or retained to inform future planning.

Progress made in learning to play individual instruments, taught by peripatetic teachers, is noted by the instrumental teacher on a weekly basis in the child’s Practice Book and an annual report is also written, a copy being retained on each child’s file. Progress in First Access Instrumental teaching is noted by the instrumental teacher and included in the child’s annual report.

### **Resources**

The school is well-stocked with music resources, which include orchestral instruments, tuned and untuned percussion and keyboards, which are kept in a central area. In addition, the school makes use of computer editing software held locally on the school’s server, the internet and recorded music to support children’s work. Children are encouraged to share relevant material from home. Computing also takes the form of ipads, hand-held digital recorders/sound buttons and IWBs in the classroom.

**Other musical activities and events**

The children at Panshanger School enjoy performing. There are many opportunities throughout the year to perform in front of parents at parents' assemblies, open evening, music assemblies and school or community concerts. Other opportunities arise in the form of music festivals/concerts and instrument days arranged by the Music Service. Professional musicians and entertainers are invited in short demonstrations and/or workshops.

Reviewed by the Effectiveness Committee March 2019