

Panshanger Primary School Music Policy

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

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

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. Listening and thinking is at the heart of the school's singing strategy. The inter-related dimensions- e.g. pitch, phrase, rhythm- are then more readily grasped and embedded and made conscious later on. Children will also 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 on a daily basis as well as 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.

Each class has access to music technology to support the children's general musicianship. I pads are used in upper KS2 to extend composition and song-writing skills. Piano keyboards and hand-held recorders are available for use as part of group music-making where appropriate.

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 this school has 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.

Whole School Singing Assembly

This takes place every week, during which children in R - Yr.6 learn and practise a wide range of songs.

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 music subject leader from a variety of sources. Audio and visual resources include appropriate material from the internet, including 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 is responsible for music planning, teaching, assessing and recording from Reception through to the end of Key Stage 2. The class teachers and music subject leader regularly discuss issues arising from the teaching of music on an informal basis and how to incorporate music into their teaching plans.

Foundation Stage

Creative development is one of the six areas of learning identified 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. Records are kept in order to track children's choices and to ensure that they are undertaking a balance of creative activities. 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.

Cross-Curricular Links

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

Inclusion

There are children of widely different musical abilities in all classes, so suitable learning opportunities are provided for all children, matching the challenge of the tasks to the abilities of the children. This is achieved by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks to each ability group
- providing a range of resources and activities which allow children to respond in different ways to music, dependent on their learning style and on the ability of the child
- using classroom assistants, where appropriate, to support the work of individuals or groups of children
- adapting the style of teaching to reflect the different ways in which children learn.

Special Educational Needs

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, 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.

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.

At the end of a unit of work, the music teacher makes a summary judgement about the work of each child and a brief summary of this is passed to the class teacher for inclusion in the end of year report to parents. Information on the progress of each class from year to year is retained and used as input to the following year's plans.

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 topic books, 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. ICT 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.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The music subject leader has specially-allocated time for performing duties relating to the role of subject leader, including supporting colleagues in the teaching of music and administering the school's instrumental tuition and whole school listening programmes.

The subject leader keeps abreast of current developments in the subject, attending INSET where appropriate and provides a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report (S.I.P.) which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This information informs the music input to the school's annual Self-Evaluation form (S.E.F.).