

Grimsargh St Michael's C of E Primary School



Music Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Teaching and learning

At Grimsargh St Michael's we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. 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 often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting 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 resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Lancashire Music Service. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar and flute and clarinet. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Music curriculum planning

Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. These topics are then taught through the implementation of the Lancashire 'Charanga' scheme with additions from the 'Music Express' scheme. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

As part of the Lancashire Wider Opportunities programme all the children in year 4 learn a tuned instrument for the year, taught by a specialist music teacher working with the class teacher. The children borrow the instrument for a year at no cost and have the opportunity to continue with group lessons afterwards if they choose.

Additionally, Y5 also take part annually in the 'Sing Together' programme and a topic based around a scheme by the Liverpool Philharmonic Orchestra.

Each child from Y1 to Y6 takes part in a musical end of term production once each year.

The Early Years Foundation Stage

We teach music in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Music and inclusion

We enable all pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work.

Resources

We keep resources for music in KS1 and KS2 central trolleys. In addition to these, children are encouraged to use ICT provision in school to record, compose, enhance and publish their own compositions

The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

COVID-19 Regulations

Following COVID-19 regulations, all staff will ensure that all music equipment and instruments from the music trolley are cleaned and sanitised appropriately before and after use. Staff and children touching the instruments will also sanitise their hands before and after use to ensure no cross contamination of germs. The music trolley will then be kept in a safe place away from communal areas, ensuring that it is not be touched when it is not in use.

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 work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the headteacher an annual summary report in which he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

This policy is reviewed by governors annually.

Review January 2021