

POLICY FOR MUSIC

School Mission Statement

Duke Street Primary School aims to provide an opportunity for all children to experience a balanced curriculum and to develop academically, morally, physically and socially according to their own capabilities and needs, in a well-balanced and friendly atmosphere in which every child, member of staff and parent feels safe and valued.

The purpose of the Music Policy

The Music policy in this school reflects the value and importance of Music throughout all key stages. It provides a framework for staff, which gives guidance on practice and outlines procedures for planning, teaching and learning and for monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that children's needs are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures.

This policy reflects the main aim of the school which is to provide a broad, balanced and stimulating curriculum supported by spiritual, social, moral, physical and creative elements in an ordered caring and happy environment.

Aims

Music is a foundation subject within the National Curriculum. We aim to: -

- Enable each child to grow musically at his/her own level and pace
- To foster enjoyment of all aspects of Music
- To provide children with opportunities to listen to a variety of music by a range of composers in differing styles and traditions
- To develop aural discrimination and perception
- To develop instrumental and vocal skills
- To develop a creative ability in composition and music making
- To teach a repertoire of songs

- To promote positive attitudes and enthusiasm for music activities in school
- To develop children's social skills and awareness when they make music together¹

These aims will be achieved by: -

- Active 'hands on' music sessions where children listen, investigate, create and perform
- The development of the interrelated skills of performing, composing and appraising in all musical activities
- Challenging, motivating and relevant musical activities
- Opportunities to record ideas and their own performances in a variety of ways
- Opportunities to use ICT to create and support music
- Opportunities to perform

By making and responding to a wide range of music, children should be helped to understand:

- How sounds are made, changed and organised through the use of musical elements and structures
- The use of instruments and musical processes including relevant symbols and notations
- These aims are consistent with our school philosophy and take account of National curriculum guidance

Foundation Stage

During the Foundation stage, young children are given opportunities within the Early Learning Goals for Creative Development. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sounds patterns and match movements to music

Key Stage One

During key stage one pupils listen and respond physically to a wide range of music. Children explore and enjoy sounds creating different moods and

effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence.

Key Stage Two

During key stage two pupils sing songs and play instruments with greater confidence, skill and expression. They improvise and develop their own musical compositions in response to a variety of stimuli. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music.

The Programmes of Study

The school follows the National Curriculum Programmes of Study. In music, as in each subject there are two main requirements

1. Knowledge, skills and understanding
2. Breadth of study

Knowledge, skills and understanding

Teaching should ensure that listening and applying of knowledge and understanding are promoted through the interrelated skills of performing, composing and appraising.

	Key stage One	Key Stage Two
<i>Controlling sounds through singing/playing- Performing Skills</i>	Pupils should be taught: - <ul style="list-style-type: none"> • To use their voice expressively by singing songs and speaking chants and rhymes • To play tuned/untuned instruments and rehearse and perform together. 	Pupils should be taught: - <ul style="list-style-type: none"> • To sing songs with clear diction, control of pitch, sense of phrase and musical expression • To play tuned/untuned instruments with control and rhythmic accuracy • To be aware of

		audience and to practice, rehearse and present performances.
<i>Creating and developing musical ideas - Composing Skills</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To create musical patterns and explore, choose and organise sounds and musical ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To improvise and develop rhythmic and melodic materials when performing • To explore, choose, combine and organise musical ideas within musical structures.
<i>Responding and reviewing - appraising skills</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To explore and express their ideas and feelings about music, using dance and expressive musical language • To make improvements to their own work 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To analyse and compare sounds • To explore and explain their ideas and feelings about music, using movement, dance and expressive language • To improve their own and others work in relation to its intended effect.
<i>Listening and applying knowledge and understanding</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To listen with concentration and recall 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To listen with attention to detail and recall

	<p>sounds with increasing aural memory</p> <ul style="list-style-type: none"> • To combine musical elements of pitch, duration, tempo and timbre • To explore how sounds can be made in different ways and how music is used for different purposes. 	<p>sounds with increasing aural memory</p> <ul style="list-style-type: none"> • To learn how the combined musical elements of pitch duration, tempo and timbre can be organised with musical structures and used to communicate different moods. • To explore how music is produced in different ways and described through relevant established and invented notations • To understand how time and place can influence the way music is created, performed and heard
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Breadth of Study
Key Stage One

During Key Stage One pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical starting points, working on their own and in groups. They should

listen to live and recorded music from different times, traditions and cultures.

Key Stage Two

During Key Stage Two pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical and non-musical starting points, working on their own, in groups and as a whole class. They should use ICT to capture, change and combine sounds, to create music and to listen to and record music they have created as well as music from different times, cultures and traditions.

Throughout Key Stages 1 and 2 there is a progression of skills. By the end of Key Stage 1 most children will have achieved a level 2 but the range will be between levels 1 and 3. By the end of key stage 2 the performance of the majority of children should be within the ranges of level 3 to 5. Most pupils are expected to achieve level 4.

Curriculum and Scheme of work

The music scheme is accessed through Lancashire Music Service and is an online digital scheme of work, incorporating planning from reception to year 6 and the related resources and whiteboard links. It's a living cloud-based resource that brings together great music, modern pedagogy and the latest educational technology. The Scheme supports all the requirements of the new National Curriculum and is in line with published Ofsted guidance.

Time Allocation

The amount of time devoted to music at Key Stage 1 is a minimum of 36 hours. This is integrated throughout the day. At Key Stage 2 this is increased to approximately 45 hours.

Class organisation and teaching style

Activities in class may be grouped according to ability and children may work individually, in small groups and as a whole class. They may be teacher led or open ended and differentiated by task or outcome.

Assessment, recording and reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Our methods of assessment include: -

- Teachers observations of pupils
- Teacher/pupil discussions
- Teacher questioning
- Use of pupils own scores/recordings of their music making
- Self evaluation
- Photographs
- Use of ICT, including ipads
- Termly assessment against key objectives for a unit of work

Extra Curricular Music Activities

Children at Duke Street have the opportunity to experience music outside of the classroom through our weekly recorder club, held with 2 members of teaching staff. Children in Key Stage 2 are also given the opportunity to join our Choir, which is held weekly by a member of peripatetic staff from The Lancashire Music Service. Pupil Premium children have this subsidised. All children from reception to year 6 are encouraged to develop their performing skills with the competition 'Duke Streets Got Talent'. This is further supported at Christmas time, and in the summer term for year 6, with the productions, in which all children both act and sing. Additional musical acts and activities are brought into school to further enhance the curriculum and linked to topics as necessary.

Singing

Singing is not only a vital part of the music curriculum but at our school we know and understand how singing together encourages co-operation, a sense of pride and belonging and a general happiness. All classes in our school sing regularly as part of daily routines, part of lessons in class and for pleasure and enjoyment. We have a choir at Key Stage 2 in school that is being developed.

Resources and Accommodation

The musical instruments are centrally stored on the music trolley and in the music cupboard in the hall. Money is allocated to the subject annually. New resources and projects/ support are bought into school by the Music co-coordinator in consultation with staff.

INSET Provision

INSET is made available according to the needs identified in the School Improvement Plan, Teaching and non teaching staff are encouraged to request any training they feel is appropriate to their needs and it is provided if possible. Information and ideas from courses that staff have

attended are passed on and discussed at Curriculum Development Meetings.

Equal Opportunities

All teaching and non-teaching staff at Duke Street Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest possible progress in all areas of the curriculum while at our school.

Special Education Needs / Inclusion

We aim to respond to children's individual needs and talents so that their musical experiences are rewarding and enjoyable. We aim to identify those with special educational needs and talents and ensure that they are catered for. Able children will be given opportunities and encouragement to develop their own performance skills by taking part in music groups and performing for different audiences both formal and informal.

Cross phase / school transfer

Teachers will have opportunities to liaise with previous teachers and the year 6 teachers will meet with staff from the school which the children will transfer to in September.

Community Cohesion

Duke Street works hard to develop community cohesion. Parents are invited to view performances such as class assemblies, Christmas and year 6 summer term productions and Duke Streets Got Talent.

Evaluation

This Policy will be reviewed in April 2017.

Evaluation will take into account pupil's achievements, coverage of the programmes of study, new resources, classroom observations and external inspection advice.

Policy written: April 2015

Agreed by Governors: July 2015