



Benhurst Primary School Policy Statement

'Only my best is good enough for me'



Policy	Music
Implementation Date	September 2015
Review Date	September 2018

Aim

Music is a unique way of communication 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 style

At Benhurst School 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 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 both conventional and more inventive and graphic 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 and increasing the difficulty throughout the lesson;
- using different types of groupings, mixed ability and ability based, and setting different tasks for each group.
- providing resources of different complexity, depending of 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 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 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, flute, clarinet, violin and guitar. This is in addition to the normal teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

In addition to class music lessons and individual music tuition the following opportunities are provided in school for the children to experience music activities.

Assembly, children are given regular opportunities to listen to music of varying styles and genres.

Hymn Practice, this takes place on weekly basis (separate KS1 and KS2 sessions) and gives all pupils the opportunity to sing together. It includes songs and activities designed to increase pupils' enjoyment and knowledge of music.

Choir and recorder clubs are also available for children who would like to continue their learning outside of timetabled school hours/lessons.

In addition to the activities mentioned, all children are given the opportunity to learn about music through attending concerts given in school by the visiting instrumental groups - woodwind, string and brass ensembles.

Music curriculum planning

Our school uses Charanga from Havering Music College for both KS1 and KS2. We have adapted this scheme to suit the needs of our school. To incorporate our new technology, we offer a completely interactive software in which the children are able to follow a long with singing and music instruments.

The class teacher has access to the scheme, which contains the weekly lesson plans. These lesson plans list the specific objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader can discuss them on an informal basis.

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.

The Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. The Foundation Stage Scheme of Work has been written by the subject leader and is based on the curriculum guidance for the Foundation Stage. It provides opportunities for the children to achieve the appropriate Early Learning Goals. Music also 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.

The contribution of music to teaching on other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. The skills needed to respond to and analyse written English are comparable to those needed to respond to and analyse music, and those applied to creative writing are in some ways comparable to those applied to composing music. Music is also used to stimulate discussion. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent on mathematics, as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play on building self - confidence. Participation in successful public performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Benhurst School have the opportunity to encounter music from many cultures and, though their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Charaga is an online program that allows the children to use computers and software associated with it. Children use ipad programs such as garageband to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD - ROMs. They listen to music on the Internet, and they record their own compositions for evaluation and improvement.

Music and inclusion

At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special education needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non - Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional of different action to enable the child to learn more effectively. Assessment against the National curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensures that our teaching is matched to the child's needs.

Teachers should monitor the engagement of both boys and girls on musical activities to ensure that choices are made on genuine musical preferences. For instance, both boys and girls should be given the opportunity to play large, loud instruments (drums, cymbals etc.)

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate on activities outside the classroom, for example in a music festival, 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 on 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. All pupils are encouraged to make judgements about how they can improve their own work. The class teacher makes constant observations of the children and marks any significant achievement of any child on their significant logging sheet. We use this as the basis for assessing the progress of the child.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store (the music room) where all teachers have access to all resources. The library contains a good supply of topic books. The ICT suite and ipads contain software and apps.

Safety

There are a number of safety issues to be aware of when teaching music.

- when using keyboards ensure that there are no trailing leads
- make sure that all beater heads are securely fastened
- handle all instruments with care

The school choir and musical events

We believe that music enriches that lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir, which we encourage all KS2 children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert.

We have a significant number of children who are learning to play the recorder, these children have opportunities to perform in assembles and other musical events.

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 music subject leader has specially - allocated time for carrying out the vital task of reviewing samples of children's work and speaking to children to gain their views and opinions.

This policy will be reviewed at least every three years.