



# Abberley Parochial V.C. Primary School

## *Inspiring Hearts & Minds*

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### Music Policy

November 2015

#### **1. 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. At Abberley Parochial V. C. Primary School, 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.

#### **2. Teaching and Learning style**

At Abberley Parochial V. C. Primary 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 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 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 teaching assistants to support the work of individuals or groups of children.

### **3. Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Worcester Youth Music. Parents who want their children to participate in the scheme must purchase or hire the instrument, pay the additional music lesson fees on a termly basis and sign a contract agreeing to hire these services for the academic year. 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 piano. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

The time while children are coming into Collective Worship is utilised as an opportunity to teach the children about different musical genres. Each week there is a genre-theme: children listen to music played on the IWB and are given a brief history of the genre. The children are encouraged to continue research into the genre at home and house points are given to children who produce work based on this genre, which is then displayed on the music board for all to see.

### **4. Music curriculum planning**

Our school uses the national curriculum for music as the basis for its curriculum planning. 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. Sometimes the children study music topics in conjunction with other subjects, particularly in Key Stage 1.

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.

### **5. The Early Years Foundation Stage**

We teach music in reception classes 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.

### **6. 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. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these grades.

### **7. Resources**

We keep resources for music in a central store where they are easily accessible to all staff.

## **8. *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 have a school choir which we encourage all children from Y2-6 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.

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.

The children in Years 5 and 6 take part annually in Young Voices. This is the largest school choir concert in the world and combines the power of singing together as one, with accompaniment from a wide range of musicians and artists, to create an amazing performance.

## **9. *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 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/she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

This policy will be reviewed every two years.

Signed: *J. Gregory*

Date: 16/11/15

