

ALL SAINTS UPTON C.E PRIMARY SCHOOL

Policy for Music

Introduction:

- This document is a statement of the aims, principles and strategies for teaching and learning of Music at All Saints Upton C.E. Primary School.
 - This policy was reviewed and revised in the Autumn term of 2015 after the introduction of the New National Curriculum. A schedule for the review of this, and all other policy documents, is set out in the school's Development Plan.
 - It was approved by the governing body on
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What is Music?

Music is a unique form of communication that can change the way pupils feel, think and act. It is a form of expression that is an integral part of our culture.

Aims:

OUR AIMS IN TEACHING MUSIC are that all children will:

- find enjoyment in music and see themselves as musicians;
- find a sense of purpose, achievement and fulfilment in musical expression;
- listen and appreciate a wide variety of music;
- make judgements about musical quality;
- be encouraged to become actively involved in different forms of amateur music making.

Principles of the Teaching and Learning of Music

MUSIC is important because:

- musical creation is a pleasurable activity which can provide fulfilment throughout life;
- musical appreciation heightens perception;
- knowledge of the work of a range of musicians contributes to cultural understanding.

The fundamental skills, knowledge and concepts of music are set out in New National Curriculum 2015 and divided into KS1 and KS2. The new curriculum document outlines that:

In Key stage 1, pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

□ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Strategies for the Teaching of Music:

- **THE MUSIC CURRICULUM IS ORGANISED** as a discrete subject.
 - MUSIC is delivered as a discrete subject but may be incorporated into themes where appropriate.
 - Approximately 30-45 minutes per week is spent on MUSIC.

THE PREDOMINANT MODE OF WORKING IN MUSIC is class teaching using the Charange Interactive Music Scheme approved by the Halton/Warrington Music Hub.

Music is taught and delivered to mixed ability classes by the class teacher or the appropriate PPA cover teacher/teaching assistant. In Year 4 a visiting peripatetic guitar teacher teaches music. Any additional classroom support in music is used to help support the teacher with resources and delivery of the lesson.

PUPILS WITH SPECIAL NEEDS received support from the class teacher to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work. They include:

- pupils with learning difficulties who may need support with reading and writing but who may have well developed practical skills in designing and making;
- pupils who have difficulties with practical tasks who may need more support and extra opportunities for practise;
- pupils with particular ability and flair for Music are extended within lessons to deepen their learning of the subject. They are also encouraged to join music clubs such as choir or continue with an instrument past the Year 4 teaching.

- **THE EMPHASIS IN OUR TEACHING OF MUSIC** is on providing opportunities for pupils to combine their listening, appraisal and composing skills in order to perform with confidence and skill.

EXCELLENCE IN MUSIC IS CELEBRATED in presentation and performances across the year.

CHARANGA AND THE NEW NATIONAL CURRICULUM

Using the new Charanga scheme ensures the new national curriculum is covered. Charanga Musical School reflects the new National Curriculum's stated Purpose of Study and Aims. Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 3 main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. The Units of Work are the main focal point for the music curriculum whilst the Topics and Courses provide a wealth of extension, enhancement and cross-curricular possibilities and experiences.

The Units of Work are divided into 6 steps, ideal to spread across a half term but can be used more flexibly to suit your school timetable. The activities and games cover the musical dimensions, (formerly elements - pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music - all intrinsically linked through a central song or piece.

Strategies for Recording and Reporting:

Musical performances within lessons are filmed/recorded and stored in a central shared drive to evidence music taught and progression through the year groups.

There are no formal assessments for music but using formative assessment teachers report children's achievement in the end of year report, stating whether children have met the expected standard for their year group.

REPORTING TO PARENTS is done on a twice yearly basis through interviews and annually through a written report.

Reporting in Music will focus on each child's:

- knowledge and understanding;
- listening, composing, appraisal and performance ability.

Strategies for the Use of Resources:

MUSIC resources are kept centrally in the Heart of the school.

They include:

- a variety of pitched and non-pitched instruments;
- a class set of guitars;
- class set of tunes instruments (glochenspeils)
- a CD library.

INFORMATION TECHNOLOGY is a resource which is used in Music for:

- listening and appreciation activities;
- creating multimedia;
- recording performances.

THE LIBRARY has a selection of Music books of general interest and books about famous musicians.

There are no **HEALTH AND SAFETY ISSUES** in Music.

Equalities Act

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.