

St Ippolyts C.E. (VA) Primary School



Music Policy

March 2013

Introduction

At St Ippolyts Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. 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 an academic and fulfilling 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. It provides a framework within teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the key skills for the music curriculum, which sets out in detail what the children should be taught. At St Ippolyts School we create and follow a creative curriculum topic approach where music is taught throughout with links to topics as appropriate.

AIMS AND PURPOSES

Music is a foundation subject within the National Curriculum. The aims of the subject in our school are:

The aims of music teaching are to enable children to:

- To know and understand how sounds are made and then organised into musical structures;
- To know how music is made through a variety of instruments;
- To know how music is composed and written down;
- To know how music is influenced by the time, place and purpose for which it was written;
- To promote active, purposeful and critical listening skills in order to respond emotionally to music.
- To provide opportunities for children to work together, in order to promote social skills and respect for others.
- To use music to enhance worship and celebration.
- To develop a sense of awe and wonder through listening to and participating in musical activities.
- To raise awareness of the range and variety of music.
- To enable children with a gift for music to the opportunity to recognise and develop their talent

SCHEME OF WORK AND PLANNING

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 A						
Class 1 B						
Class 2 A Year 1 Music Express	Sounds Interesting. Exploring sounds	Long & the short of it. Exploring duration	Feel the pulse. Pulse and Rhythm	Taking off. Exploring pitch	What's the score. Instruments and symbols.	Rain, rain, go away Exploring timbre, tempo & dynamics
Class 2 B Year 2 Music Express	Sounds Interesting. Exploring sounds	Long & the short of it. Exploring duration	Feel the pulse. Pulse and Rhythm	Taking off. Exploring pitch	What's the score. Instruments and symbols	Rain, rain, go away Exploring timbre, tempo & dynamics
Class 3 A Year 3 Music Express	Animal Magic – Exploring descriptive sounds.	Play it again – exploring rhythmic patterns. Moving Instruments	The class orchestra – Exploring arrangements Writing healthy raps	Dragon Scales – exploring pentatonic scales	Painting with sound – exploring sound colours.	Salt pepper vinegar mustard Exploring singing games
Class 3 B Year 4 Music Express	Play it again – Exploring rhythmic patterns.	The class orchestra – arrangements. melodies and scales.	Dragon Scales – Exploring Exploring sound colours	Painting with sound – Planet Suite, David Bowie	Salt pepper vinegar mustard – Exploring signals.	Animal magic – Exploring descriptive sounds
Class 4 A Year 4 Music Express	Music express	Moods, dark, light	Magical music	Carnival of the Animals	Indian music and instrument making	Key boards
Class 4 B Year 5 Music Express	From the time of... Beatles etc	Making instruments	Around the world Instruments	Music Express	Music Express	Favourite collections
Class 5 A Year 5 Music Express	Music Express	Songwriting – raise the profile of animals in captivity	Music Express	Music to represent planets / music To represent an imaginary home in space	Sea Shanties	Music from Musicals
Class 5 B Year 6 Music Express	Tudor Music	Music Express	Class Orchestra compositions to reflect sea life	Music Express	Music Express	Football Chants

Foundation Stage

At St Ippolyts 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 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.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with colleagues in each year group. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the national scheme (QCA), give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

The class teacher writes the lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the music subject leader will ask for a sample of these.

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.

Key Stages One and Two

Key Stages one and two are mainly taught using the Music Scheme for Primary Class Teachers 'Music Express.' However this is not the sole scheme to be used and work is underway on generating a skills based curriculum. Due to the mixed aged group nature of the classes, these topics are separated into a two year rolling programme. As we follow a creative topic based curriculum, music is also linked in to the main topic for each half term. In terms of planning, teachers follow the lesson plans and adjust or differentiate them as appropriate to the needs of the children.

Whilst following the Music Express in Foundation/ Key Stages 1 and 2 class teachers will select the units most appropriate to their topic as defined by the creative curriculum provision.

The contribution of music to teaching in 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. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing in some cases.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

ICT

ICT is used in music where appropriate. All children use ICT in music to enhance their research skills through the Internet and CD ROMs. Children improve the presentation of their work through the use of ICT.

PSHE and Citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and 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 in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Listening, creating or performing 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 St Ippolyts School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies

APPROACHES TO TEACHING AND LEARNING

At St Ippolyts 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 to 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 how to work with others to make music and how individuals combine together to make sounds. We also teach them to read musical notation in upper Keystage 2 and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- setting common 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/group;
- using classroom assistants to support the work of individuals or groups of

children

ASSESSMENT, RECORDING AND REPORTING

Teachers assess children's work in music by making informal judgements as they observe them during lessons.

With the process of a new skills based approach as of next year on completion of a piece of work, the teacher marks the work and comments as necessary. 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 level of attainment and will record these grades on an appropriate Assessment sheet.

This will then be used as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

The music subject leader will keep copies of the assessment sheets along with samples of children's work in a portfolio which she uses to demonstrate the expected level of achievement in music for each age group in the school.

Music – Progression through the Skill Levels – Teacher Sheet					
Skill	Level 1 (Year 1)	Level 2 (Year 2)	Level 3 (Year3/4)	Level 4 (Year5/6)	Level 4 (Year5/6) G&T
1. Performing	*Use their voices in different ways such as singing songs and speaking songs and rhymes. *Perform with awareness of others.	*To perform simple patterns and accompaniments, keeping to a steady pulse.	*To sing in tune with expression. *To combine several layers of sound with awareness. *Different musical elements are combined and used expressively. (instruments)	*Maintain their own part with awareness of how different parts fit together. *Perform by ear and from simple notation (instruments) *To improve melodic and rhythmic phrases as part of a group performance.	*To evaluate how venue occasion and purpose affect the way music is performed and heard.
2. Composing	*To create and choose sounds in response to given starting points.	*To perform simple patterns. *Pupils recognise and explore how sounds can be organised.	*To improve and continue several layers of sound.	*To improve melodic and rhythmic phrases as part of a group. *To compose by developing ideas within musical structures.	*To compose music for different occasions.
3. Appraisal	*To respond to different moods in music.	*To improve their own work.	*To explore the ways sound can be combined. *To make improvements to their own work commenting on the	*To explore the relationship between sounds. *To suggest improvements to their own and others work.	*To explore musical devices. *To refine and improve their work.

			intended effect.		
4. Listening and Applying Knowledge	*To explore how sounds can be made and changed.	*To choose and order sounds within simple structures such as beginning, middle and end. *To recognise how the musical elements can be used. *To represent sounds with symbols *To know musical elements can be used to create moods and effects.	*To improve repeated patterns and combine several layers of sound with awareness of the combined effect. *To recognise how the different musical elements are combined.	*To perform by ear. *To perform simple notations.	*To perform significant parts from memory. *To use a variety of notation. *To evaluate how venue, occasion and purpose affects the way music is created, performed and heard

INCLUSION

At St Ippolyts we recognise the importance of providing effective learning opportunities for all pupils to achieve in music, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups. We continually aim to set suitable learning challenges, respond to pupil's diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils.

DIFFERENTIATION FOR CHILDREN WITH SEN

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual IEPs.

DIFFERENTIATION FOR CHILDREN WHO ARE GIFTED AND TALENTED

Children whose attainment exceeds the expected level are given suitably challenging work and are if necessary will be assessed at the next level.

Resources

There are resources for music teaching units in the school. We keep resources in a music trolley under the stairs. There is a trolley with a variety of instruments set up by the subject leader. The subject leader is responsible for all music resources and ordering replacement equipment.

ROLE OF THE SUBJECT LEADER

The role of the subject leader is to:

- Take the lead in policy development and monitoring planning to ensure progression and continuity throughout the school.
- Support colleagues in the development of their confidence competence in teaching music.
- Monitor progress and standards in music.
- Review planning and assessment.
- Raise the profile of the subject throughout the school through e.g. special events and cross – curricular themes.

- Specify, order and maintain resources throughout the curriculum and make recommendations for future funding of the subject.
- Keep up to date with the developments in music through reading and training, and share relevant information with colleagues.
- used to create moods and effects. performed and heard.
- Liaise with staff to inform future professional development requirements and plan for inset where necessary.
- Co-ordinate clubs and music peripatetic lessons.

MONITORING AND REVIEWING

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 the subject in the school.

MUSIC CLUBS AND INSTRUMENTAL LESSONS

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Hertfordshire Music Service and this school has chosen to participate in the programme. Parents wishing 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 and take place during normal lessons from which children are withdrawn. These lessons include keyboard/brass/recorder and violin at present.

On a Yearly basis the music subject leader/headteacher organises a music evening, for the whole school, to develop the performance area of the music curriculum and allow children the opportunity to show their musical talents. Children can participate if they receive lessons outside of school as well.

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

We offer the following music clubs:

- Choir - Key Stage 2
- Music Fun Club Key Stage 1 (not always)

The clubs meet on a weekly basis and although the primary aim of the choir is to enjoy singing together, it also performs in public on a number of occasions throughout the year e.g. local nursing homes/Hitchin Festival/ Young Voices at the 02

Review