

Little Kingshill Combined School



MUSIC POLICY

This policy was adopted in July 2016
The policy is to be reviewed in July 2020

WHY MUSIC?

- Music is an integral part of everyday life.
- “Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, and they’ll always have an answer. So treasure music, and keep it with you always.” John Suchet.

Music holds the promise of providing children with life-long interests and the rewards and self-fulfilment that flow from such long-term involvement. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

Music is fun, enjoyment is infectious and children should develop a love of it for its own sake.

In the words of Confucius, “Music affords a kind of pleasure that human beings cannot do without.”

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society 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 be a highly academic and demanding subject. It is also important in helping children feel part of a community.

At Little Kingshill Combined School, the aims of music teaching 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;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;

Teaching and learning style

At Little Kingshill Combined 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. Our teaching focuses on developing:

- an ability to sing in tune and with other people.
- the skills of recognising pulse and pitch.
- an ability to play instruments with control and sensitivity
- working with others to make music, recognising how individuals combine together to make sounds.
- knowledge of musical notation and how to compose music.

Differentiation

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 for more able children;

- differentiation in planning for children who have been identified as ‘gifted’ and ‘talented’ through enrichment and extension activities. (Those children who are very able, or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances e.g. music celebration)
- extra support for SEN children where necessary and possible.

Equal Opportunities

All pupils will have equal access to the Music Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups

Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from

- different times and cultures
- different composers past and present
- different performers past and present

Additional music teaching

Peripatetic music teaching is organised by Buckinghamshire Learning Trust Music Service in April for the following academic year. These lessons are paid for solely by parental contributions on a termly basis. Instruments can be hired from the BLT.

These lessons are normally taught to individual or small groups of children either at lunchtime or during normal lessons. A rota system is used so that children do not miss the same class lessons each week.

Instruments that can be learnt this academic year include flute, clarinet, saxophone, guitar violin, bassoon and percussion.

Music curriculum planning

Music throughout the school is mainly taught from Music Express, a scheme published by A&CBlack, which supports the new National Curriculum. The topics chosen are generally linked to the theme the particular class is working on for that half term and build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The detailed medium-term plans give details of each unit of work for each half term.

Foundation Stage

We teach music in our reception class 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 Express is also used at the Foundation Stage. 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. There are now percussion instruments for a whole class in both Nursery and Reception as well as outdoor stands with instruments for free play and pattern making.

The contribution of music to teaching in other curriculum areas include; English

Music contributes significantly to the teaching of English in our school.

Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing.

Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

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

Information and communication technology (ICT)/Computing

ICT is used in music where appropriate. By recording their work children can suggest improvements to a performance. Children in KS2 can use internet websites such as Garage Band. Children are also encouraged to bring in music and use keyboards when appropriate.

Science and D&T

e.g. experimenting with different sounds and making musical instruments.

Art

Graphic scores e.g. pattern pictures to illustrate sound effects. We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

Personal, social and health education (PSHE) and citizenship

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.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Little Kingshill Combined School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

Teaching music to children with special needs

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 Education Plans (IEPs). See SEND Policy

Organisation

Music is taught by the Peripatetic Music Teacher to Years 2, 4, 5 and 6 for 60 minutes each week. Other year groups are taught by class teachers using Musical Express. At both key stages, activities should be reinforced and extended as opportunities arise, e.g. a few minutes before break time. Cross-curricular links between music and other subjects e.g. topic work should be made where appropriate.

Opportunities for live music

- Singing practice — Once a week the whole school meets to learn hymns and songs for assembly and special occasions linked to R.E. and PSHCE.

- Listening & Appraising — Every day the whole school meets for collective worship. This is an opportunity for introducing a new piece of music and for quiet reflection at the start of each assembly.
- School entertainments — At Christmas time, each year group takes part in a musical performance of some kind. At other times throughout the year e.g. Harvest, Easter and group sharing assemblies, year groups or the whole school get together to provide appropriate musical entertainment.
- The established school choir sing at concerts in school and out of school and at church and will perform at least once every term at formal occasions.
- Children who learn with peripatetic teachers are encouraged to play when appropriate.
- At the end of the summer term the school choir and orchestra put on a musical performance to the rest of the school and parents.

Choir

Our school choir runs on Friday morning, all children from Year 4 to Year 6 are invited to join. The choir sing a variety of songs from different genres and perform at school celebrations including Harvest, Christmas and external concerts. Other opportunities to perform will be discussed with the Head teacher as they arise.

The school orchestra group meets on Friday lunchtime at for 25 minutes. Orchestra is open to all KS2 children. The elite orchestra meets once a week for 25 minutes and is run by a peripatetic teacher.

Training

Appropriate opportunities for in-service training are found, whenever possible, for the music coordinator and members of staff and then shared at staff meetings.

Resources

The school now has a good selection of tuned and untuned percussion instruments as well as a piano, various CD/tape recorders and some computer software which enables pupils to use ICT to enhance their musical learning. Resources could be improved further by the purchase of some good quality recording equipment.

The Role of the Subject Leader

- to lead the development of Music in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources
- Health and Safety

Children are always encouraged to use instruments carefully and safely.

An instrument, which is blown, should have the mouthpiece cleaned after each use.

Extended Curriculum and Whole School Opportunities

Children are encouraged to take part in music activities beyond the classroom.

Performances by the children form a regular part of whole school assemblies. Children can attend choir, school orchestra and can receive instrumental lessons subject to availability.

Pupils are not excluded because of financial problems. The school takes part in the annual Chesham and Amersham Schools Music Festival and has been part of larger County events including biennial Royal Albert Hall concerts. The school enjoys visits from performers, both professional and amateur. Children learning instruments in or out of school are greatly encouraged to attend Amersham Music Centre to further extend their musical activity. All pupils are kept regularly informed of concerts and events at AMC. The

school forges links with its local community through music activities such as Marlow Band concert and Year 2 consortium concert.

Wider Opportunities

The school has been pleased to receive Wider Opportunities projects delivered by specialist musicians from Amersham Music Centre. Several whole year groups have participated in African Drumming and Violin teaching and there are, also, whole class recorder projects in the process of development.

Health and Safety

- Instruments are put away carefully after each session, unless on display or in use in a music corner/practice area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are taught to take care when transporting instruments.
- Children transporting heavy items (including the music trolley) always do so under adult supervision. The piano is not to be moved by children.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electronic equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments such as recorders.

Assessment, Recording and Reporting

Children's work, achievements and performance is mostly witness assessed. However, work to raise the profile of pupil achievements is in progress.

Opportunities for assessment are identified in the planning to help teachers to monitor progress. Annual reports are used to indicate towards/ reached/ achieved further the end of unit level of expectation.

These levels of achievement then serve well to inform parents of musical progress at the end of the year. Annual reports include comments from both extra curricular activities and peripatetic instrumental teachers if applicable.

Monitoring, Evaluating and Developing

Ongoing monitoring of teaching, learning, planning and assessment takes place throughout the year with specific focus as necessary in line with the School Self Evaluation Framework. This will take account of the current status and help to identify any CPD requirements. Monitoring will use a variety of work sampling (photos, specific tasks, recordings, performances)/observation/ discussions with colleagues. Implementation of document/data analysis is in progress (see Action Plan). Monitoring will involve the Music Co-ordinator, Specialist teacher, Head of School and Head of Music Centre. The results will be disseminated via staff meetings at both subject and management levels. Any action resulting from the evaluation will be included in the school improvement plan and the Music Action Plan.