

**TWEEDDALE PRIMARY
SCHOOL POLICY FOR
MUSIC**

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the governing body on:

16th January 2019

The policy will be reviewed by the Headteacher annually and by the governing body in Spring 2022 or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Headteacher, Senior Leadership Team and co-ordinator.

Signed..... Date.....
Headteacher

Signed..... Date..... Chair of
Governors

Introduction

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” National curriculum in England: Music (published 2013)

Music involves the enjoyment of, participation in, and finding out about music. It should involve the children in singing, playing, composing, listening and appraising music in a variety of forms, from a variety of times and cultures.

Through music we will foster the social skills of respect and appreciation of each other's work, mutual co-operation, interaction with each other, awareness of audience and the ability to derive and give pleasure through music, in addition to the refinement of fine motor skills and critical analysis.

Aims

Our aims in teaching music are:

- To nurture the children's enjoyment of performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- To develop children's ability to understand and explore how music is created, produced and communicated, through knowledge of the inter related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To develop the children's sensitivity in their response to sound and sound patterns.
- To provide opportunities for children to learn music using an instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence.
- To foster the children's love of learning to sing and use their voices, and to create and compose music on their own and with others.

Objectives

Our objectives in teaching music are:

- to develop the skills and understanding of inter-related dimensions of music within practical activities
- to develop and extend listening skills and attention span
- to familiarise children with the language and vocabulary of music
- to develop areas of experience through music, which cannot easily be verbalised e.g. feelings, emotions and atmospheres
- to develop social skills through making music together
- to show care and respect for all musical equipment and instruments
- to develop an awareness of musical traditions and developments in a variety of times, cultures and societies.
- to develop an understanding of cross-curricular topics through music, e.g. history, languages and mathematical patterns.

Teaching and Learning Styles

Music is a specialist subject and we believe that the most effective way to deliver the National Curriculum in a creative and enjoyable way is by visiting the musical elements each year on a continually progressive basis.

Music is generally taught using a whole class approach, however, children may be grouped in a variety of ways to consolidate knowledge and refine and extend skills.

Music is also seen to be a natural subject that can take place at any time during the school day e.g. singing the alphabet and tables, clapping rhythms to develop phonological awareness.

Planning

Foundation Stage

In the Foundation Stage pupils are encouraged to respond to and explore sound and music in a variety of ways. Work is planned as part of a topic against the objectives for Creative Development in the Curriculum Guidance to the Foundation Stage.

Key Stage 1 and Key Stage 2

In Key stage 1 and 2 the National Curriculum informs the planning. Lessons will focus on more than one element of music, allowing children to develop their abilities at an even pace, and emphasise learning through singing. Members of staff are able to consult the Music Coordinator who is trained as a specialist music teacher.

Key Stage 1

Children will learn 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.

Key Stage 2

Children will learn 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, demonstrating an understanding of how to manipulate and organise musical ideas
- listen with attention to detail and recall sounds with increasing aural

- memory
- use and understand staff and other musical notations

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- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Progression in Music

Progression is built into the scheme through the development of the inter related dimensions of music prescribed in the National Curriculum.

Children demonstrate progression in music by:

- controlling sounds (performing skills)
- creating and developing musical ideas (composing and improvising skills)
- responding and reviewing (appraising skills)
- listening and applying knowledge and understanding in music

Cross Curricular Links

Wherever appropriate the links between music and other subjects can be included in medium or short term planning. Opportunities to develop discussion skills and the use of descriptive language arise from listening to music, describing sounds and discussing context. Music can be used as a stimulus for art, dance, writing or drama. Music from the past and from different cultures and religions can also be explored when studying Humanities. In addition, music may be employed to help children learn skills, such as multiplication facts or the periodic table.

Assessment

Assessment is part of the teaching and learning process. It makes a constructive contribution to teaching and learning and provides individual children with opportunities to show what they know, understand and can do.

Assessment is needed to:

- provide information about the teaching and learning processes in music
- help teachers to plan future teaching and learning activities and evaluate them
- detect and diagnose difficulties experienced by individual children
- inform children and parents about the progress they are making.

Continual assessment is made through the course of normal music lessons. A variety of techniques are used, for example, teacher observation, children's work and their own assessment.

Equal Opportunities

Musical activities are planned to take into account the differing abilities of pupils. We feel that practical experiences are an entitlement to all our children and all children are included in music activities and performances wherever

possible.

We also feel it is important to include the following values and attitudes when planning.

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- we reject racist and sexist views
- we encourage positive attitudes to disability through the use of positive images and challenging stereotypes
- we encourage pupils to express their views and to listen to the views of others

Race Equality

We will promote race equality through promoting positive images, by challenging stereotypical images and by promoting an interest in the music of other cultures.

Monitoring and Evaluation

The co-ordinator monitors the music curriculum by observations and discussions with the visiting music teachers. The co-ordinator will monitor planning on a termly basis, and use evaluations of each unit of work to ensure appropriate resourcing, and delivery of the curriculum.

Community Cohesion

Music is a subject that lends itself to building community links. We make use of all opportunities to engage with the wider community through music, for example:

- the choir singing at St Paul's sheltered housing
- taking part in carol singing in Carshalton and Sutton
- attending appropriate music festivals

