

St Laurence C of E Primary School

Music Policy

1 Aims and objectives

1.1 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 in which they live. 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 to 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. Music is given a very high priority in this school and this is reflected in the funding, time and pupil participation. All children regardless of ability or financial means will have the opportunity to succeed in this subject.

1.2 The aims of music teaching at St Laurence's are to enable all 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;
- to experience the joy of making music;
- Play and perform with a tuned instrument.

2 Teaching and learning style

2.1 At St Laurence's School we make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their confidence. Singing is an essential part of our music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. 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 musical notation and how to compose music.

Every class teacher is committed to delivering the National Curriculum. In addition the school makes significant use of external expertise buying in (to reduce costs) LEA staff to run the school choir, teach instrumental lessons, work with teachers by providing music workshops and providing regular music ensembles. Three members of staff also offer additional teaching through extra curricular activities. These staff model to children their own commitment to music and the playing of an instrument.

2.2 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;
- using classroom assistants to support the work of individuals or groups of children

3 Additional music teaching

3.1 All children from Y2 onwards have the opportunity to play the violin, a brass instrument, or woodwind instrument with the instrument being provided free of charge by the school. The school works creatively with the LEA to provide instrumental lessons at significantly reduced costs. Some parents pay for lessons over a period of time, some parents are subsidised further so that their child can take advantage of the opportunity despite financial constraints.

3.2 Once children are suitably proficient on an instrument, they are invited to join the orchestra. Children playing in the orchestra have their music lesson subsidised by the school.

3.3 Other instrumental lessons include piano lessons and guitar lessons. Piano lessons take place during school time but are arranged privately with a local piano teacher.

3.4 Every child in Key Stage 2 may join the school choir which performs at different times over the year. The choir is run by a music advisory teacher.

3.5 The school maintains links with children as they move to secondary school by inviting them to continue to play in the school orchestra.

3.6 There are several recorder groups in the school with children achieving a high standard by the end of Year 6.

4 Performing

4.1 All children are given the opportunity to perform in public at Easter and harvest - as part of the services held in church - as well as the class assemblies which take place throughout the year.

Year R and KS1 produce Christmas plays which include a wide range of songs for the children to learn and perform.

4.2 KS2 hold a Christmas Carol concert in the local church and once again there are numerous opportunities to sing and play instruments.

At the end of summer term, all the children in KS2 take part in a musical, which is performed on stage in The Ludlow Assembly Rooms. Children in Year 6 perform solos and several songs are performed in 2 or 3 parts.

5 Music curriculum planning

5.1 Our school uses the Music Express scheme of work 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 planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

5.2 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. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

5.3 The medium-term plans, give details of each unit of work for each term.

5.4 The class teacher writes the daily lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

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.

6 Foundation Stage

6.1 We teach music in nursery, reception/year 1 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.

A local percussionist also works with the Foundation Stage children on a regular basis.

7 Music across the curriculum

7.1 Personal, social and health education (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.

7.2 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 Laurence's 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.

8 Teaching music to children with special educational needs

8.1 At St Laurence's we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning music. Pupil Premium children are given the opportunity to have their music lessons funded by the school.

9 Assessment and recording

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

9.2 The music coordinator observes individual children, groups and whole classes throughout the school to ensure that progress is made. She organises appropriate workshops and monitors outcomes. She keeps examples of compositions and graphic scores. The coordinator also monitors the work of the choir, and instrumental lessons and the inclusivity of provision.

10 Resources

10.1 There are outstanding resources for all music teaching in the school. We keep resources for music in a central store where there are a very large range of instruments. Computer software has recently been purchased.

11 The school choir/orchestra and musical events

11.1 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 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.

12 Monitoring and review

12.1 The head teacher and the music coordinator are responsible for the standard of children's work and for the quality of teaching in music. The work of the music coordinator 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. The music subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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