

Music Education Policy
Pottery Primary School Mission Statement

**Learning, the journey of life:
Making every person count.**

'Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as literacy, numeracy and language.' (DfES)

Intent

At Pottery 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. We strive to foster a real enjoyment of music and aim to deliver high quality music teaching and experiences, supporting and encouraging children to achieve their full potential. A high quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, self-discipline, creativity and sense of achievement. It is also intended to communicate our practice to others (e.g. parents, governors, new staff members, students and inspectors).

Implementation

By engaging children in making and responding to music, music teaching at Pottery Primary School offers opportunities for them to:

- develop their understanding and appreciation of a wide range of music.
- acquire the knowledge, skills and understanding needed to compose, play, appraise and perform music.
- develop enjoyment, imagination and creativity through music.
- develop awareness, understanding and appreciation of the richness and diversity of music in world cultures, styles, times and historical periods.
- develop opportunities for children to perform to the school and the wider community.
- develop skills that can support learning in other areas. This includes listening skills, concentration, creativity and self-expression, intuition, perseverance, self-confidence and sensitivity towards others. It can also give children the opportunity to express feelings that cannot easily be put into words.
- develop and extend their own interests.

Teaching and learning

At Pottery Primary 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 to and 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 also teach children to make music together, to understand musical notation, and to compose pieces.

Music lessons are provided on a regular basis throughout the school year and planned in such a way as to encourage full and active participation and enjoyment by all children. Teachers teach the knowledge, skills and understanding in ways that suit their pupil's abilities. This may mean choosing elements of knowledge, skills and understanding from earlier or later stages to enable individual pupils to make progress and achieve. The children are increasingly challenged as they progress through school in line with their own ability.

We use the guidance from the New Model Music Curriculum as a framework for what pupils should be taught at each stage.

EYFS

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short composition, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects

Key stage 1

Pupils are 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.

Key stage 2

Pupils are taught to:

- sing and play musically with increasing confidence and control.
- 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
- develop an understanding of the history of music.

Curriculum

At Pottery Primary School, we use the 'Music Express' scheme of work. The learning within this scheme is based on: **Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing**. It is an on-line resource which has recently been updated to reflect the model music curriculum. The scheme provides teachers with week-by-week lesson support for each year group in the school and includes lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson. We also use 'sing-up', Out of the Ark music and Singing Sherlock to provide variety and enhance the children's singing experience.

'Music Express' serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

Cross curricular links

Staff are encouraged to link music with other areas of the curriculum (English, maths, history, P.E). Music links with most other subjects and can be used as a means to support and enhance other curriculum areas. Music contributes to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking, listening and memory. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Children at Pottery Primary School are given many opportunities to listen to music and/or perform by singing or playing instruments in assemblies or the wider community. Our children have the opportunity to encounter music from many cultures and times and this helps them to develop more positive attitudes towards other cultures and societies.

Computing

Computers are available within the school, which have appropriate software to support the teaching of music, for example, garage band. As well as using computing to compose

music, children can also use ICT to record their music and improve their performance. We have a set of 15 electronic keyboards for children to use as part of their classroom music.

Additional Music Opportunities

All pupils have a weekly singing practise session together. Children are given the opportunity to learn a variety of instruments on an individual basis in lessons delivered by peripatetic teachers and paid for by parents, or if pupils receive 'pupil premium' by the school (if appropriate to enhance learning). Currently peripatetic lessons include brass, flute, clarinet, drums, violin, key board and guitar. In year 3/4, pupils learn the recorder as part of their whole class music curriculum. Children also have the opportunity to sing in the school choir and perform within the local community. As a school, we actively seek to provide additional music experiences which enhance their musical learning, for example, Young Voices, Derbyshire Singing Project, taking part in community events

SEN

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The school supports children with exceptional musical skills these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition.

Where pupils have special educational needs which require other specialist provision in order to access music (e.g. technological aids) then wherever possible, we make appropriate provision.

Equal Opportunities

Children will not be discriminated against in terms of gender and race. All children will have the opportunity to participate fully in classroom music lessons and activities. In line with the new Model Music Curriculum children will experience music from various countries and cultures.

Resources

Each class has access to their own or a shared music box which contains a selection of untuned percussion instruments. These boxes are kept in the classroom and are checked regularly for breakages and losses.

Larger and more varied musical instruments are kept in a central storage area in the hall. These instruments include various glockenspiels, xylophones, chime bars, large drums and electronic keyboards.

Children are taught from an early age how to use and care for all these instruments and

also to check each instrument before returning it to its storage area. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

A range of songs are available on the school server and in a central place in the school hall.

Role of Coordinator

The music co-ordinator will:

- provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
organise resources to support the school music policy and scheme of work;
- co-ordinate purchasing, organisation and distribution of resources;
arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor Policy and Scheme of Work.
- monitoring of the standards of children's work and the quality of teaching and learning in music is the responsibility of the music subject lead.
- specially allocated management time allows for review of planning and work and to undertake lesson observations across the school.

Impact

Assessment and record keeping

Children's work is evaluated through questioning and observation when children are working and performing, by listening to responses and recording their work. Records of achievement using the school agreed age expectations criteria for music are kept by class teachers. All class teachers will use their assessment of the children in their class to plan appropriate work in music. Where possible, recordings are made of a unit of work to demonstrate progression in music. Children are also encouraged to make age appropriate judgements about how they can improve their own work or that of a peer.

Future Development

- Provide further opportunities for listening and appreciating music using music from the Model Music Curriculum
- Continue to develop opportunities for sharing and participating in music within the community
- Continue to invite musicians into school to share music making with children

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