

Music Education Policy

Pottery Primary School Mission Statement

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

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. 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.

Aims

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils. Pottery Primary School closely adheres to the National Curriculum for music (2014) which aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum

At Pottery Primary School, we use the 'Music Express' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. 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.

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.**

Cross Curricular Links

Alongside 'Music Express', teachers also use a wide variety of resources to enhance learning within their topics.

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 often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

Curriculum organisation

Classes will generally have what equates to one 40 minute music lesson each week. This may be taught each week or may be blocked together if more appropriate to cross curricular learning or preparation for a concert / production. Music is taught within classrooms, usually by the class teacher. Lessons are organized in a variety of ways to meet the needs of the class.

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.

Assessment and record keeping

Class teachers will make an assessment of each child's progress in music and keep records of achievement using the school agreed age expectations criteria for music. All class teachers will use their assessment of the children in their class to plan appropriate work in 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 5/6, all 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.

Computing

Computers are available within the school, which have appropriate software to support the teaching of music. As well as using computing to compose music, children can also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. Children also use ICT to improve the presentation of their work to a wider audience. We have a set of 15 electronic keyboards for children to use as part of their classroom music.

SEN and differentiation

Music should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. The school supports these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition.

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. We achieve this in a variety of ways:

- setting 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.

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social and emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal - not different.

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. As part of the National 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 should be checked regularly for breakages and losses.

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

Children will be 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 for singing and listening.

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.

Future Development

- Continue to purchase electric keyboards as funding becomes available
- Continue to develop out of school opportunities for developing music.
- Continue to invite musicians into school to share music making with children.
- Develop music groups / ensembles (orchestra)

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May 2019