

Music Policy

Rationale for Blake School:

“Music has a power of forming the character and should therefore be introduced into the education of the young. “(Aristotle)

*“to enable children from all backgrounds to have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence.”
National Plan for Music 2011 (To run until 2020)*

“Musical learning in schools should go beyond enjoyment and performance, promoting a wider range of musical knowledge, skills and understanding which stem from ‘exciting practical musical activity’. OFSTED 2013

“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 Music (2014)

AIMS:

- To help children to develop their own appreciation and understanding of music by performing to, listening to, reviewing and evaluating music across a range of historical periods to present day, through a variety of genres, styles and traditions, including the works of the great composers and musicians.
- To 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 perform and progress to the next level of musical excellence in collaboration with our local community, Music Hub, Academy and Partnership Schools.
- To encourage children to develop and extend their own interest, to increase their ability to make judgements and links of musical quality through pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To encourage spiritual development, providing a range of cross cultural, traditional, modern, instrumental, choral and vocal Christian music.

TEACHING AND LEARNING IN MUSIC

All children are taught according to the guidelines in the National Curriculum and Foundation Stage documents. These learning objectives are taught through discrete lessons, cross curricular lessons, singing practices, Collective Worship, performing and watching musical performances. The guidelines ensure that children of every social and cultural background are given the opportunity to meet a range of co-ordinated and progressive musical activities which provide breadth and balance, challenge and quality of experience.

The knowledge, skills and understanding identify the aspects of music in which pupils make progress:

- Performing skills – controlling sounds through singing and playing, responding to music through dance and performances.
- Composing skills – creating and developing musical ideas from a variety of starting points.
- Appraising skills – listening, responding, discussing, analysing reviewing.

VALUES AND ATTITUDES

Music exemplifies our Christian ethos by encouraging and developing children’s abilities and giving opportunities to work together creatively. It encourages inclusivity and participation. Through Music we

aim to develop skills, attitudes and attributes that can be used in life and work as well as supporting learning in other subject areas: listening skills, the ability to concentrate, co-operation, courage, creativity, perseverance, self-confidence and sensitivity towards others. This goes hand in hand with our monthly values promoted throughout the school.

CURRICULUM PLANNING & RESOURCES

Music is taught regularly either weekly or in blocks within a term for specific projects/performances. Music can be planned and integrated with other subjects, in particular ICT, literacy, art and dance. Singing happens within class and in weekly Phase Group Collective Worship. Additional to this will be extra opportunities such as watching, practising and performing in concerts, fundraising events, choir and orchestra.

A Long-Term Plan maps the Music skills and knowledge taught across year groups. The main resource is Music Express which along with Music Performances and any particular genre or composer to be studied ensure progression of skills and knowledge within the Phases.

Phase Group Collective Worship is led by teachers in rotation with ideas for songs given by the Music Coordinator in consultation with the Head Teacher, R.E. Coordinator and the Vicar. These songs encourage the skills such as pitch, rhythm and volume. We make sure there are a variety of songs from many genres and time periods and songs that fit in with assembly themes.

The Year Group Performances throughout the year are decided on and planned by the teachers to involve all children and provide for challenge and inclusion with opportunities for solo and ensemble performances. Children sing, dance and play instruments as part of the performances.

Currently there is whole class teaching of one instrument by a class teacher for a prolonged period of time up to a year such as Year 3 recorders and, if funding is available, Music Hub First Access provision of a year's instrument teaching to a class e.g. Year 4 clarinets.

Where possible, extra opportunities to enjoy music and take part in live music are used to enhance and widen the children's experience of music and to implement the skills they have learned. For example

- visiting dance/music workshops;
- theatre visits;
- Music Hub teacher's presentations to classes or Year groups;
- Year 2 and Year 5 Partnership Concerts;
- Visits to Wood Green Summer Concert;
- Christmas Performances and Services;
- School performances; end of year activities such as the Musicians' Concert and the Year 6 Leavers' Service; community events such as the Summer Fete;
- events in Witney that children in the school are invited to take part in;
- extra-curricular activities of choir and orchestra.

ADDITIONAL MUSIC TEACHING

Orchestra is run by The Music Coordinator during Friday assembly time. KS2 choir is currently provided as part of extended school's provision. Choir performs in many local community events and in events such as the Chipping Norton Festival.

The County Music Service provide instrumental tuition within school and children participating in this have access to Saturday Music School which is available to any child in Y2 and above. Parents pay for these lessons, although financial assistance is available for anyone on appropriate benefits. Instruments currently on offer within our school include violin, trombone, cornet, guitar, clarinet, and flute. Other instruments may be available at other sites such as Wood Green School – with parental arrangement with the Music

Service. Piano lessons are available privately during school time. The Piano teachers organise their own concerts for their pupils and we encourage them to play within school as well such as in class assemblies.

Most instrumental lessons are within the school day. The Music Coordinator works in consultation with the instrument teachers to rotate lessons weekly or termly, so that the child is not missing the same timetabled lesson in class throughout the year. The Music Coordinator also rearranges times or lessons to limit the number of lessons missed if special occasions clash with lesson time e.g. rehearsals for music performances, educational visits etc.

EQUAL OPPORTUNITIES AND INCLUSION

Musical opportunities are open to all children regardless of gender and ability. Pupils with special educational needs have equal access to musical activities. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We teach music in a variety of ways to encourage children who benefit from different learning styles. Children who are musically developed and talented are encouraged to develop their interests, both inside and outside school e.g. whole school praise assembly; musicians' concerts, orchestra, events run by the Music Service Hub such as recorder ensembles, Music School and Summer Music Fun Weeks; opportunities to play their instruments as part of the music composition lessons or part of orchestra. Opportunities to follow the Art's Council's Discover and Explore Award are also possible through our Musical Performances as our Music Coordinator is a trained Arts Adviser for Trinity College and the school is a registered centre.

I.C.T.

There are opportunities to use computer programs for composition; to use video clips and interactive whiteboard resources to demonstrate useful teaching techniques and to listen/watch music from around the world; to listen to and record music on tape/CD; to use digital cameras and I-pads to record performances.

RESOURCES

- Music Express,
- Purple Mash,
- Compose Junior and Compose Junior 2 computer program;
- Various BBC resources for specific topics e.g. Sing with the Romans;
- Sing Up CD & magazines;
- Songs and performances shown on the internet and British Council songs;
- Teacher's own planning linked to cross curricular activities, school productions, dance or one off creative curriculum projects.

Resources for singing practice and choir include R.E. music in shared documents for assembly, CD's and the internet. The music books are kept by the Music Coordinator and can be accessed by staff for singing practices and assemblies.

Instruments are kept centrally in the Music room with a trolley and baskets for instruments to be taken safely to classes. Recorders for Whole Class Teaching are kept in the Year 3 classes. Year 4 keep the clarinets from the local Music Hub in their classrooms. Any children helping to take instruments to and from the music room should have adult supervision. The Music Coordinator, in consultation with the staff, stores, replaces or updates resources according to need and budget.

Teachers show the children how to treat the instruments and recording equipment respectively to play properly and to limit breakages. The music coordinator regularly checks the instruments to ensure they are all safe to use.

ASSESSMENT AND RECORDING

Music is primarily a practical subject. Any recording may be through art, visual scores, video/tape or photographs. These can be used by the teacher along with any lesson evaluations to inform assessment. There are opportunities to record National Curriculum assessments on Target Tracker.

MONITORING AND REVIEW

The Music Co-ordinator is responsible for monitoring the standard of children's work and the quality of teaching in Music, for co-ordinating activities and resources. The Music Co-ordinator provides expertise and knowledge on current developments, liaising and supporting within the school with INSET, modelling lessons and sourcing resources. The development of musical skills and the use of musical skills from a wide range of teachers within our school is paramount to provide a high quality music curriculum for the children. The use of skilled teachers to teach music in PPA time is one example of how this is used to great advantage. The annual review of music teaching that the Music Coordinator carries out with teachers and pupils will highlight the successes along with areas for improvement. This can pinpoint how resources and inset/support for teachers can be allocated for the following year and how certain pupils with SEN or More Able/ Gifted and Talented are supported and provided for.

COMMUNITY

Links with the Blake School Community are strengthened with concerts for parents, concerts for the elderly, performances at the School Fete and Christmas Bazaar, involvement of parents to help with music in school etc.

Links are maintained with other schools e.g. County Music Service, Partnership concerts, Secondary School liaison events such as dance workshops and Wood Green Summer Concert.

Links are maintained within Witney and Oxfordshire e.g. invitations to perform at local events e.g. Singing at local Old People's homes; Cogges Farm Christmas Fayre; participating in the Chipping Norton Festival; seeing pantomime and theatre performances both from outside agencies and the performances from different year groups.

2014 National Curriculum:

Purpose of Study for KS1 and KS2:

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.

Aims

The national curriculum for music 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music – Subject content

Key stage 1

Pupils should be 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 should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught 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
- 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.