MUSIC POLICY

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Ref: Mr R Cooke
Music Policy

“Music is part of us and ennobles our behaviour”
Boethius 6th c A.D.

Why do we teach Music at Walworth School?

Music is, and always has been, an important part of the curriculum. It is a subject in its own right but is closely linked to all other core and foundation subjects.

Research has proven that there is in children an inherent ability to respond to and participate in music. We see this first in a baby’s smile when listening to a parent’s song. It is through listening to speech patterns of musical nature that children first imitate and develop language. Nursery rhymes, action songs, songs about counting, fun songs and nonsense songs all provide a natural medium through which we first begin to teach our children.

Here at Walworth School we believe that Music is both a practical and creative subject which should be of benefit to all of our children in developing co-ordination, imagination, listening skills and the ability to express personal thoughts and feelings with sheer enjoyment and stimulation. We endeavour to teach them how to appreciate music in all forms and give them skills that enable them to participate fully in the making of music.

PURPOSE OF STUDY
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.

SCOPE OF MUSIC PROVISION
There are two broad aspects to music provision at Walworth. All children take part in a structured curriculum taught as part of their weekly timetable that includes singing and instrumental work, composing and improvising and development of musical knowledge. There is then an additional qualified music support teacher that provides more advanced activities available under the umbrella of Widening Opportunities, for all children.

ROLE OF MUSIC WITHIN THE SCHOOL - LINKS
Music is continually linked to many other areas of the curriculum, particularly history and geography, where learning songs and listening to music from different cultures and periods is an important way in to understanding those cultures and periods. The music coordinator liaises with class teachers to make these links explicit, and they inform the structure and content of the music scheme of work (LCP). Music also plays a vital role in many weekly and yearly events of the school calendar. Songs are chosen for whole-school-singing that contribute to the topics explored in assemblies, and more specialised music work with small groups of children often forms part of those assemblies. Music is at the centre of the Christmas, Harvest and Walworth X-Factor shows.
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 (reciting and discriminating sounds that children can hear.)

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.

Addition Music Support and Delivery
The government believes that every child should have the opportunity to play a musical instrument, and is continuing to fund “First Access to Learning a Musical Instrument” programmes in all schools in England. For 2015-16, Durham Music Service continues to offer every school in Durham and Darlington FREE “First Access” programmes to support their current instrumental provision. Ofsted highly supports these initiatives and recommends that there are also “clear progression routes from these activities as part of the overall
curriculum vision for music in the school”. Durham Music Service supports Walworth by offering a progressive Whole School Music Plan, which enables the school to meet these requirements and embed musical learning within the school development plan for Music. Classes are timetables for instrumental and vocal provision on Friday morning between 10.45 and 11.45.

Implementation - (LCP – MUSIC SCHEME OF WORK) - Additional Resource (Groovy Music Scheme)

The school’s Scheme of Work, which is based around the Programmes of Study, contains details of the learning stages of Music. There are two different areas which pupils will have the opportunity to experience, composing - performing and listening - appraising. The LCP provides ongoing skills units and class music units. These areas are so closely linked that it is almost impossible to teach any aspect of music without involving each of them. With this in mind, many of the units of work contain aspects of all strands. For example some composition units involve a performance of the work to an audience and appraisal of their own skills in the finished product.

Details of this can be seen in the outline chart of the LCP Music scheme of work for the whole school planning, thus as children progress through the school they will revisit, consolidate and further develop the key aspects of Music. There are opportunities for single subject study, integration with other processes and the development in cross-curricular themes. The LCP Scheme of Work specifies suggested learning activities which are sequenced to ensure logical progression.

Teachers of both key stages have a wealth of tasks to choose from with additional material being added as the scheme of work is further developed. The Scheme of Work uses LCP Music resource file as its principal source of material. This enables the non-specialist teacher to implement the National Curriculum in Music without the need to read music, play an instrument or have any musical background of any sort. In addition the school is developing a resource audit to encourage staff to contribute to the purchase of any particular equipment necessary for developing music.

Teachers at both key stages have the flexibility to any music activity which they consider to be appropriate and beneficial to their pupils, especially when it comes to singing songs that
are relevant to any particular area of study. A comprehensive list of resources is provided in the Scheme of Work from the Appendices.

**Additionally** an interactive music scheme has recently been purchased and is on the schools network called Groovy Music. Sibelius Groovy Music is a series of three programmes which make teaching music to primary children easy and fun. Supporting teachers with plenty of clear and well-written materials, they are designed to satisfy UK standards for music & ICT. Each of the three Groovy Music programmes is designed to be used by a different age group, with more complex musical ideas being explored as children progress through the series. Each programme has its own 'theme', with exciting and engaging graphics to appeal to the age group for which it's designed.

Groovy Music supports teachers with curriculum-focused lesson plans and fun teaching aids. These fit together with the software for great music lessons. As well as being great fun, Groovy Music is carefully designed to support UK standards for primary school music, including Key Stages 1 & 2, Scottish Primary 1-7 and P1/2–P7 in Northern Ireland. Groovy also develops children’s ICT skills, and its content and exercise are so rich that they build literacy and numeracy skills, too.

**Planning the Music Curriculum**

Planning is the responsibility of the class teacher together with help from the Music Co-ordinator. Planning is used to:-

- Set clear goals.
- Ensure work is matched to pupil’s abilities, experience and interest.
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation and learning.

Teacher’s curriculum plans will be monitored by the Music Co-ordinator who will also provide support where necessary.

**Cross Curricular Focus** – The school have purchased Music Express Resources to support other curriculum subjects within the key stage. The resources provide Factual information about the subject, photocopiable and whiteboard lyrics, C.D of backing, teaching and performing tracks which is a perfect showpiece for assemblies and classrooms.
Assessment

Assessment should be an integral part of the teaching and learning process. Where learning intentions have been identified they should form a clear basis for assessment. The updated assessment criteria (Introducing strategies and assessment log) provide a record for pupil’s individual achievements. The chart enables teachers to record pupil’s progress throughout the year under the sub headings of Performing – Composing and Listening.

Reports to parents should refer to the pupil’s progress against national requirements and identify areas of strengths and weakness. Comments should be subject-specific and related to the individual strands of the subject. Progress in these areas should be easily identifiable from the recording system used and from teacher’s knowledge of the pupils work.

Early Years
In Early Years, Music is valued as an important aspect of developing a child’s activity. In addition it also helps to develop other important features of their holistic attitude to learning. The children should have the opportunity to explore the sounds of instruments and should have the opportunity to make instruments from everyday materials. Singing is the most natural way of making music and the young child’s musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music in order to improve their listening skills and through moving music in order to improve their listening skills and through moving to music where appropriate, their co-ordination will improve.

Equal Opportunities
Children should be given the same opportunities regardless of gender or cultural background. Children who have additional difficulties which their physical needs will receive appropriate levels of support to ensure that they have full access to music in the National Curriculum. It is hoped that due to the nature of music, modification to the curriculum will be kept to a minimum. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences.
They will listen to, and participate in, a variety of experiences in a positive and constructive role. Where appropriate, children should work in mixed ability groups.

**The Role of the Music Co-ordinator**

The Music co-ordinator is responsible for the development and monitoring of the Music Curriculum. I am responsible for the updating of the school’s policy and Scheme of Work. I am instructed to provide consultancy and advice; supporting staff in the classroom where possible; specifying and ordering resources; co-ordinating staff requests for resources and monitoring the condition and availability of resources. Curriculum preparation should be reviewed and evaluated at regular intervals. Evaluation should be focussed precisely and accurately. Class teachers are responsible for monitoring and evaluating their planning, delivery and pupil learning in music.

The music co-ordinator will monitor medium term planning, children’s work and teacher assessment as stated on the school’s action plan for each academic year.

**Resources and Accommodation**

A variety of percussion instruments for classroom use are kept in plastic containers in the bottom shelf of the Literacy cupboard which may be brought into the classroom when required. There is also one electronic keyboard for classroom use. Each classroom has facilities for recording and listening to music from cassette and radio, and C.D equipment that may be taken from the classroom to the hall if needed.

The Music Scheme is kept in the cupboard along with the C.D recordings which are easily accessible. Please ensure that schemes are returned after teaching to enable other staff to access the resource. The QCA publication is also available for additional material, ideas and lesson plans. Groovy Music is on the schools net work system.