



**Rudston Primary School**

**Music Policy**

**Date: September 2018**

**Subject Lead: Mr. S. Thomas**

**This policy and all school policies are produced in accordance to  
guidance set out in our school legislation and guidance policy.**

**Approved by Governors: September 2018**

**Review Autumn Term 2019**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

## **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 they live in. 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 feel part of a community. Music can be used as form of expression yet supports children in their approaches to core subjects. We provide opportunities for all children to create and compose, play, perform and enjoy music as well as offering opportunities to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2** The aims of music teaching are to enable children to:
- know and understand how sounds and music are created, produced and communicated;
  - know how music and sounds are made through a variety of instruments;
  - know how music is composed and written down (standard and other notation);
  - Know how to use their voices to sing in solos or developing across harmonies and melodies in small groups;
  - Know how to use developing technologies to enhance music experiences;
  - know how music is influenced by the time, place and purpose for which it was written;
  - Develop awareness of styles and traditions alongside the works of great composers and musicians.
  - Develop the inter-related skills of performing, composing and appreciating music.
  - Develop understanding of the inter-related dimensions of music and know how they contribute to performance and composition.

## **2 Teaching and learning style**

- 2.1** At Rudston 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 and performing 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 and to appreciate different forms of music, offering opportunities to engage with modern music through extra-curricular activities such as Choir and develop awareness of styles and traditions through the use of Charanga software, Classical100, as well as a number of BBC applications during sessions. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music, reflecting of common trends and commenting on styles through terminology outlined in the inter-related dimensions of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions and apply these during English sessions when considering comprehension of film and theatre. We teach them the disciplined skills of recognising pulse, pitch, duration, dynamics, tempo, timbre, texture, structure and recognising, as well as writing standard and other musical notation. We also teach children how to work

with others to make music and how individuals combine together to make sounds, developing this through composition, using technology to support this process where appropriate through applications such as GarageBand.

**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, encouraging children to try a next step and add a level of challenge to the musical composition or performance;
- allowing children to work in mixed ability groups; encouraging children to self and peer assess to support progress (video and audio recordings);
- 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** Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service and/or Schools Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, clarinet, flute drums or keyboard. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

**3.2** Children have the opportunity to attend a wide variety of extra-curricular music sessions provided by teaching staff. Currently, we offer additional music support for Choral singing through a Choir and develop performance skills and love of music.

### **4 Music curriculum planning**

**4.1** Our school adopts the national curriculum through our local Music Hub, Resonate. Through Resonate, we have gained access to the music scheme, Charanga: an online scheme that can be used as a dedicated scheme or used to fit into a wider school curriculum, selecting music via topics to support the Learning Challenge scheme. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression has been built to encourage a deeper level of understanding. Our scheme of work, which gives us full control of our content, means that the children are increasingly challenged as they move through the school.

**4.2** 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. Currently, Music is taught by the

class teachers across the school. Sometimes the children study music topics in conjunction with other subjects via the Learning Challenge curriculum. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

- 4.3** The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. This year we will be breaking down the learning outcomes into three distinct sections, that will be built upon each term: Listening and Appraising; Composition; and Performance. We will use the Charanga scheme to support each facet of our scheme and each area is supported by the music lead.
- 4.4** The Music lead organises topic based planning through Charanga and sets these up to support generalist class teachers

Our music planning is geared to four 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.
- Increasing opportunities to innovate, compose and perform music.

## **5 Foundation Stage**

- 5.1** We teach music in reception 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, 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, while songs can be used to support approaches that develop fine motor skills. Children use music to express feelings and support concepts.

## **6 The contribution of music to teaching in other curriculum areas**

### **6.1 English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians, something which is enhanced via Charanga; the BBC's Ten Pieces performances; and Classical 100 which offer explanations of compositions and inform on style and composers. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Furthermore, music is used to support children in their comprehension skills from film and theatre, taking opportunity to reflect on how music is developing character, atmosphere and setting.

### **6.2 Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Music and song is often used to support memory techniques and to enhance learning opportunities. Timing and beat is taught and should be used to support music concepts.

### **6.3 Computing**

Computing is used in music where appropriate. Children use computer programmes to compose music and are encouraged to use technology as a developing form of production and composition. They listen and access music applications such as incredibox.com on the Internet and they also record their own compositions using iPads, often to write jingles for the radio show broadcast within school, giving purpose to their music. Children have the opportunity to engage through music technology apps and hardware and this is encouraged to support generalist class teachers.

### **6.4 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. We recognise it has a vital role to play in building self-confidence and singing has a positive impact on the mental wellbeing of children. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Performances offer children the best opportunities to express and refine their learning in class and performance, in class or on a wider stage, is encouraged throughout learning opportunities.

### **6.5 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 and how music is used to support a positive mental wellbeing. Children at Rudston Primary School have the opportunity to encounter music from many cultures through class sessions, culture weeks and through their growing knowledge, and understanding of the music. This allows them to develop more positive attitudes towards other cultures and societies. Furthermore, this is enhanced through appropriate workshops throughout the year and opportunities to experience music styles in class sessions.

### **6.6 History**

The national curriculum requires that children across the key stages have a developing understanding of composers and how music has developed over time. Music can be used for more recent history topics to show and delve deeper into cultural and history understanding. Through the Charanga system, musical history and development is clearly linked and staff are encouraged to access this to support both music and history teaching. Children should be encouraged to recognise how history influenced music over the years.

## **7 Teaching music to children with special needs**

**7.1** We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all

children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs). All children have equal opportunities to access Music in all aspects (composition, performance and reflection). Children with additional needs are provided with additional instruction and choices (if required) to ensure all learners access the curriculum appropriately.

## **8 Assessment and recording**

**8.1** Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary, although written work in music is kept to a minimum (aside from notation) as it is expected that children should be performing. Teachers are advised to record children audio or visually, as much as possible to encourage self and peer reflection; enhancing developing skills and progression. Furthermore, teachers can use these to comment on observations as a small group. These can then be uploaded to the Charanga network (school managed) or to the media file in school for the Music Lead to manage.

**8.2** Children will be continually assessed by the class teacher through OTrack. OTrack is an online pupil tracking system which allows the class teacher to monitor the progress and attainment online (see assessment policy). These assessments for each objective will be entered into Otrack, to assess the pupil progress and will inform future class teachers of music ability and understanding. The Music Lead will be able to correlate these assessments at the end of the academic year. Parents' evenings are also opportunities for progress to be discussed. Written annual reports provide both parents and future teachers with information about pupil achievement within Music.

**8.3** The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school. Audio examples are encouraged and can be accessed through internal media file on the staff drive.

## **9 Resources**

**9.1** There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where staff can choose musical equipment appropriately. The library contains a good supply of topic books and computer software to support children's individual research. There are additional online resources shared and updated regularly by the Music Lead on the staff drive.

## **10 The school choir/orchestra and musical events**

**10.1** 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.

**10.2** When we have a sufficient number of children learning a musical instrument, we organise a school orchestra or small band where children can learn to enjoy playing music in an ensemble. These children also perform an end-of-year concert to demonstrate their progress through the year.

- 10.3** Children share their learning through Christmas performances and music is usually an integral aspect of the Class Assemblies to engage performers.
- 10.4** There are opportunities to share music learning through our school website or radio station. Children enjoy this as it shows their learning has a purpose and can be enjoyed externally.

## **11 Monitoring and review**

- 11.1** The music subject leader is responsible for the standard of children's work and for the quality of teaching in music and organises the planning for each teacher in the long term via Charanga and to support learning through topic based learning. The work of the subject leader 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. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work, reviewing video and audio recordings for progression.

**Signed: S. Thomas**

**Date: 19/09/18**

**Policy approved by Governors: September 2018**

**Policy to be Reviewed: Autumn 2019**