

Music
Policy
Document

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B. Duke & J. Cooper

Introduction

We believe that music is a powerful form of communication and an enriching and valuable academic subject.

Music can improve learning, confidence, self esteem, health, social development and behaviour. It can also improve academic attainment in other areas, such as numeracy, literacy and language.

We understand music to be :-

- An expressive art through which one can communicate and share sounds regardless of age, gender, race or class (key skills - communication)
- A vehicle for personal and communal expression through performing and composing (key skills working with others)
- A fundamental and life enhancing experience which is practised in all cultures and societies (key skills - improving own learning and performance)

Aims and Objectives

To enable pupils to have full access to the potential offered by music. The school will offer a music curriculum which develops:

- Appreciation of music from different eras and cultures.
- Enjoyment; enthusiasm; confidence; satisfaction; knowledge; technical ability and skills through practical involvement
- Perceptual skills through listening, performing and composing (thinking skills - reasoning; enquiry and evaluation skills)
- Using different ways to represent sounds graphically and symbolically
- Learning to play an instrument
- Singing throughout the curriculum
- Opportunities for children to perform to and with others
- Opportunities for the children to experience live music performances

We aim to provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different cultures.

Teaching and Learning

Time - tabling and planning ensures that: -

- Each class has regular music lessons involving whole class, small group and individual activities
- Children discover and explore technical skills through practical application of music
- Children begin to refine listening skills and interpretation of music
- There is usage of a wide variety of musical instruments including the voice to control sounds, perform with others and compose musical ideas
- Provision is made for children with different learning abilities through a variety of tasks and responses
- Children gain a progressive understanding of musical elements:
pitch (high/low sounds and stages in between)
duration (including rhythm and groups of beats)
dynamics (loud/quiet and stages in between)
timbre (difference in tone colour between instruments/voices)
texture (layers/combinations of sounds)
tempo (speed) and their use within structure
- Each child will have the opportunity to learn an instrument in school. Including clubs, assembly and peripatetic lessons.
- Music is embedded within the school day through access to a variety of music played during assembly

In addition to regular music lessons we hold a weekly school singing assembly led by Mr Cooper, Mrs Duke and Mrs Stokes.

Each week in assembly the children have the opportunity to listen and respond to a wide variety of high quality recorded music. Members of staff are asked to select a piece of music and these are played to the children at the beginning and end of each assembly.

Planning and Resourcing

Within the school we use the national scheme of work as the basis for our curriculum planning in music. Weekly music lessons follow a progression of learning using practical experience with instruments and written recording of their own original work.

This includes listening, improvising, performing and composing; the development of skills, knowledge and understanding through making and responding to music from contrasting cultures, times and traditions vocally and instrumentally and using a variety of stimuli.

There is a comprehensive selection of instruments available for the children to use. All these resources are held in a central store and managed by B Duke & J Cooper

Assessment, Recording and Reporting

We assess the child's musical development through assessments which are diagnostic, formative and summative. Diagnostic and formative assessment is part of the teachers' lesson plans (short term plan) and the summative assessment is made at the end of each module of work.

Recording children's musical achievements and progress is accomplished in a variety of ways:-

- Visual recordings- photographs, art work.
- Sound and visual- I pads.
- Written evidence through graphic and conventional scores and the written language.

The annual report to parents, on the child's progress and attainment is informed by the summative assessments.

Mechanism for monitoring and reviewing

The music co-ordinator monitors the implementation of this policy by supporting the class teachers in using the scheme of work, providing inset where needed. Access and availability of accommodation and resources are regularly checked and informal discussions with colleagues help to ensure regularity of lessons and focused teaching objectives.

Extra-Curricular Music Activities

We have specialist instrumental peripatetic teachers available for a variety of instruments, including piano, guitar, violin, flute and cornet. Our music teachers are either self employed or employed through Norfolk Music Services (The Music Hub). These lessons take place in school time for individuals or small groups of children.

There are also a number of lunchtime music clubs available in both key stages. These include an infant, junior and after school choir organised and run by Jenny Skivington, infant and junior ukulele groups and upper and lower Key Stage 2 guitar clubs run by Jon Cooper as well as a hand bells group and school band organised by Jane Bussey.

Musicians are regularly encouraged to take part in performances both in and out of school. The school also holds an annual concert celebration where children can perform their work in front of parents.

Young Voices Project

In February 2017 a group of 26 Year 4 and Year 5 children took part in the Young Voices Project, which culminated in the children performing at the O2 Arena in London with 8,000 other children. This was the first time the school had participated in this music project. We aim to make this a regular event on the school calendar and have already booked 40 places for 2018.

Music and the Local Community

At Sheringham Primary School we have developed close links with the local community and various groups have performed at a number of organised events, including the annual Christmas Lights Switch On, The Sheringham Town Christmas Concert, Local RNLI celebrations as well as visits to local care homes and other school events.

Learning Cafes

This year Jenny Skivington and Jon Cooper have run learning cafes linked to music, which have incorporated singing, performing with percussion and learning to play the ukulele. They have been a great success and we aim to develop these further in 2017/18.

This policy is reviewed as part of the review cycle identified in the School Development Plan.

B Duke & J Cooper

June 2017

Appendum

There are many ways in which music can be used to support learning in other subjects such as primary languages, art and history. We encourage it to be used across the curriculum where appropriate.

Links with Literacy

Examples of musical activities and tasks which support the development of literacy:

- Listening skills: associated with creating rhythmic patterns using syllables and rhyming patterns using structure
- Comprehension: when an appropriate sound response is made to given words and phrases to enhance the meaning
- Reading musical scores: following the same left to right procedure and interpreting symbols and introducing vertical as well as horizontal reading (linked to bus/train timetables for example)
- Speaking: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary
- Story structure: with beginning, middle and end and musical structure, with introduction, middle section and coda
- Characterisation of a plot: as in songs or music which have a story
- Recognising silent letters: as with a symbol for a rest in music
- Punctuation: commas and semi colons to indicate a space of time - in music, phrase marks or comma above the musical stave and a full stop at the end is like a double bar line in music
- In the early years, children use music to enhance their learning and phonics

Links with Numeracy

Examples of musical activities and tasks which support the development of numeracy:

- Number sequencing - metre (beats in a bar)
- Time and space, linked to tempo and duration
- Patterning - rhythmic and melodic repetition, symmetry - a rhythm or melody played backwards
- Counting - layers of sounds in musical texture and rounds and accumulative songs

- Singing - times tables songs, number bonds songs, telling the time etc.