

# GREAT SANKEY PRIMARY SCHOOL



## Music Policy

**September 2021**

Version	Date	Action
1	July 2020	New Document adopted by Full Governing Body To be reviewed September in line 21
2	September 2021	Reviewed



*Together We Learn and Grow*

## **Great Sankey Primary School - Music Policy**

### **Aims and Objectives**

At Great Sankey Primary School, the aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and the variety of ways it can be written down
- Know how music is influenced by the time, place and purpose for which it was written
- Develop the interrelated skills of performing, composing and appreciating music
- Enjoy and appreciate a wide variety of musical styles
- Make and quantify judgements about the quality of music

Music is a unique way of communicating that can inspire and motivate every child. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society 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 be highly academic and a demanding subject. It is also important in helping children to feel part of a group and community playing for an audience.

### **Teaching and Learning Style**

At Great Sankey Primary, 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. Our teaching focuses on developing learning and understanding through the curriculum milestones from the start of the academic year through to year 6 which ensures steady progression through the skills required for this subject which includes:

- An ability to sing in tune and with other people
- The skills of recognising pulse and pitch
- An ability to play instruments with control and sensitivity
- Working with others to make music
- Recognising how individuals combine together to make sounds
- Knowledge of musical notation and how to compose music

### **Differentiation**

We recognise that there are children with 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 for more able children
- Extra support for SEN children where necessary and possible

Pupils are to be encouraged to share their experiences and culture with others, in order to enhance the quality of learning. This will be achieved by pupils experiencing music from different:

- Times and cultures
- Composers past and present
- Performers past and present

#### Additional Music Teaching (Peripatetic)

These lessons are paid for solely by parental contributions on a termly basis. They are taught to either individuals or small groups of children either after school, lunchtime or during the school day. A rota system is used so that children do not miss the same class lessons each week. Instruments that can be learned include, keyboard, guitar, voice and ukulele.

#### Music Curriculum Planning

Music throughout the school uses Charanga, an online scheme that supports the new National Curriculum and also develops progression of skills. If possible, teachers attempt to link the skills with the theme or topic that they are currently working on and builds upon their prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into this scheme of work means that the children are increasingly challenged as they move throughout the school.

#### Foundation Stage/EYFS

We teach music in EYFS as part of the topic work covered during the year. Music plays a large part within many of the areas of learning and contributes to a child's personal and social development. Counting songs and rhymes foster a child's mathematical ability and songs from different cultures increases a child's knowledge and understanding of the world. Children are encouraged to make sounds and change sounds and through the teaching of phonics in Nursery, music and listening to different sounds creates a foundation for future musical learning and understanding.

#### English

Music contributes significantly to the teaching of English in Foundation stage. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. 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.

#### Mathematics

Music contributes to the teaching of maths through observing musical patterns, notations, and music processes. Music can help to embed learning and understanding of times tables through songs and chants and also assist with mathematical strategies.

#### ICT

ICT is used in music where and when appropriate. Charanga has a section using ICT based software for the children to copy and follow notations and musical sequences. Children in KS2 can use apps such as Garage Band. Children are also encouraged to compose their own musical sequences using iPads. By recording their work, children can also suggest improvements to a performance.

### Science and DT

Children get to understand the science behind how sounds are created and can make musical instruments to represent the science behind how sounds are made. Children get to observe musical instruments and make their own.

### Art

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures. Graphic scores and sheet music look at patterns and pictures to illustrate different musical elements and sound effects.

### Personal, Social and Health Education (PSHE)

Through the common goal of making music and singing songs, children learn to work effectively with other people and build 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. It has a vital role to play in building self-confidence. Weekly singing assemblies play an integral role in this. We also encourage children to reflect on the important effect that music has on people's moods, senses and quality of life which develops their spiritual, moral, social and cultural aspect of learning.

### Teaching music to children with Special Needs (SEN)

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 as written in their IEP (individual education plan).

### Organisation

Music is taught by all class teachers on a regular basis and occasionally by external music providers and specialists including support from music teachers within our TCAT academy.

### Opportunities for Live Music

- Weekly singing assembly to practise both religious and non-religious songs for assembly and special occasions linked to R.E and PSHE
- Listening and appraising, this is an opportunity within every Charanga lesson and during assembly time to introduce a new piece of music and for quiet reflection at the start of each assembly
- School entertainments - at Christmas, Harvest, Easter, sharing class assemblies, outside organisations who provide musical performances.
- The school choir provide concerts for school, church and the local community and also taking part in inter school activities and performances
- Children who have peripatetic lessons are encouraged to perform to a live audience

- At the end of the summer term, year 6 put on a musical performance as a leaving event to the rest of the school and parents

### Extra-Curricular

We have a school choir that practise weekly from year 3 to year 6. The choir sing from a variety of genres and musical styles and perform at school celebrations including singing for the local community, church, residential homes and as part of the TCAT choir they also perform with other schools and at different events.

### Assessment and Recording

Teachers assess children's work in music by making informal judgements about achievement of teaching and learning objectives as they are observed during lessons. Part of the Charanga scheme allows teachers to use support assessment materials to help guide these judgements. Judgement about the work of each pupil in relation to the National Curriculum expectations supports the next steps in teacher planning. As well as using the support material in Charanga, recordings are taken of the children's individual and group performances to support with assessment.

### CPD

Appropriate opportunities for in-service training are found whenever possible and shared with all staff members. The music lead has the opportunity to work with the TCAT partnership schools and the Warrington Music Hub, who provide training courses and events which are fed to staff who require training. This information is then fed back to staff during staff meetings and documents shared via the shared drive and music web page.

### The Role of the Subject Leader

- To lead the development of music throughout the school
- To provide guidance to individual members of staff
- To keep up to date with local and national developments in music and disseminate relevant information
- To review and monitor the success and progress of the planned units of work
- To be responsible for the organisation and maintenance of music resources

### Health and Safety

Children are always encouraged to use instruments with care and precision. They are asked to put instruments away safely and teachers check the resources are suitable at the start and end of each lesson. The subject leader will carry out a check on resources to ensure that all equipment is in good working order and there are sufficient and appropriate instruments for the use of the school. If there are any blown instruments, then the mouth piece needs to be cleaned after each use.