

# ESTCOTS PRIMARY SCHOOL



## Music Policy

## **Estcots Primary School Music Policy**

### **Aims and Objectives**

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 plays an important part in helping children feel part of a community. It also has the capacity to breach all cultures and is an international language in its own right.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

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 written down
- know how music is influenced by the time, place culture and purpose
- for which it was written
- Develop the interrelated skills of performing, composing, appraising and appreciating music.

### **Teaching and Learning Style**

At Estcots, we aim to 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.

We believe that singing 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.

At present in Years 1-6 music is taught by class teachers using the National Curriculum and The Active Music scheme to enable the school to provide continuity and progression

All children are given the opportunity of learning an instrument and being taught by a West Sussex Music Service music teacher provided for by the Schools Music Service.

Whole school singing practice takes place once a week when the children will learn to sing together a variety of songs.

As well as this provision, all children are offered the opportunity to study a musical instrument with peripatetic teachers. This is in addition to the music teaching of the school, and usually takes place before or during normal lessons from which children are withdrawn for the duration of the instrumental lesson. These lessons are funded by parents.

The school also has an active Key Stage 2 choir that regularly performs to the school and at various community events.

Each year the whole school takes part in Harvest Festival, Christmas and End of Year celebrations at St. Swithun's church. These provide each class or year group the opportunity to perform songs or music to an audience, including opportunities for individuals to perform where appropriate.

Children in Years 3,4, 5 and 6 also have an opportunity to perform in a school musical.

### **Music Curriculum Planning**

Our school uses the National Curriculum document as the basis for its curriculum planning. The Active Music scheme aids teachers in the delivery of the National Curriculum.

### **The Contribution of Music to Teaching in Other Curriculum Areas**

#### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and speaking and listening. 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 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.

#### **Information and Communication Technology (ICT)**

ICT is used in music where appropriate. Children can use computer programs to compose music. They may also use ICT in music to enhance their research skills through the Internet and CD ROMs.

#### **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. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

## **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. Children at Estcots School have the opportunity to encounter music, especially during assembly time, from many cultures and through their growing knowledge and understanding of the music they can develop more positive attitudes towards other cultures and societies.

## **Teaching Music to Children with Special Needs**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy for all children. Teachers provide learning opportunities matched to the needs of children with special educational needs and difficulties and our work in music takes into account the targets set for individual children in their Individual Learning Plans (ILPs).

## **Assessment and Recording**

Teachers assess children's work in music by making informal judgments as they observe them during lessons, assessing the children's work against the learning objectives for their lesson. At the end of a unit of work, the teacher makes a summary judgment about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child.

## **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in the music room. The library contains some topic books to support children's individual research.

## **Extra-curricular activities**

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 is open to all children. 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 in the community on a number of occasions throughout the year. Our children are also given the opportunity to accompany the school plays using tuned and un-tuned percussion.

## **Monitoring and Review**

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. 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 quality and effectiveness of Music will be monitored and evaluated through regular reports to the Governors' Curriculum committee and a rigorous programme of whole school self-evaluation.

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

November 2018

Ratified by Governors – December 2018

To be reviewed September 2021