



BARWELL  **ACADEMY**
CHURCH OF ENGLAND
BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME



Barwell C of E Academy Music Policy September 2017

We want happy, confident, successful children.

We want **all children, regardless of their individual circumstances**, to be **happy, confident and successful**. It is the responsibility of every adult connected with the school to work together as a team to be successful in this aim. We should explicitly be working to develop children's academic character to help them to achieve through an **engaging and exciting curriculum**, where **barriers to learning** are removed and **disadvantages are dissipated**.

Our ambitious target for music this academic year is: 85% of children in each year group to achieve ARE or above.

BARWELL C of E Academy

Music Policy

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. 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 judgements about the quality of music.

1.2 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 and voice;
- know how music is composed and written down, using notation, including staff notation
- know how music is influenced by the time, place and purpose for which it was written;
- sing and learn to play tuned and un-tuned instruments;
- give children opportunities to improvise and compose music
- give children opportunities to listen to great music from different traditions and learn of some music history and great musicians.
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2 Teaching of music

2.1 At Barwell C of E Academy 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 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. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them various methods for writing down their music, including some musical notation, and how to compose music.

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 (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using learning support assistants to support the work of individuals or groups of children

3 Additional music teaching

3.1 Children in a chosen year group(s) are offered the opportunity to learn a musical instrument (including the voice) with specialised teachers. This music teaching is sometimes organised through local education music services or qualified members of our teaching team. These lessons can be taught in small groups or whole classes. These lessons both reinforce and enhance the requirements of the National Curriculum for Music and The National Plan for Music Education.

4 Music curriculum planning

4.1 Our school plans a thematic Learning Journey approach to children's learning and uses ideas from various sources for support where suitable. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the teachers plan for progression and the children are increasingly challenged as they move through the school. The Learning Journey approach means that units of work are enriched with cross curricular links and additional carefully planned activities that develop the key elements in music. Children also have a term of hourly music lessons. These are planned and taught as a progression of lessons that develop listening, appraising, composing and performing.

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan is based on a progression of skills, knowledge and understanding, which maps out the areas to be studied by each year group. This ensures progression and continuity throughout the key stage.

Our music planning focuses on three 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.

5 The contribution of music to teaching in other curriculum areas

5.1 English

Music contributes to the teaching of English in our school by actively promoting a variety of Literacy skills. 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. Music is also sometimes used to stimulate discussion or creative writing. It can also be used to enhance the writing environment during other writing sessions. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

5.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Children may also use rhythm or song to help to learn basic number skills – eg learning the times tables.

5.3 Computing

Technology is used in music where appropriate. Children use computer programmes and useful Apps to compose music. They also use computers in music to enhance their research skills through the Internet . Children sometimes improve the presentation of their work through the use of suitable technologies.

5.4 Personal, social and health education (PSHE) and citizenship

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 the children.

5.5 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.

6 Teaching music to very able or SEND children.

6.1 At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children.

6.2 When progress falls significantly above the expected range, the child is identified as very able and planning and delivery is adapted, where necessary, to suitably challenge these pupils.

6.3 When progress falls significantly below the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

6.4 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical activity at the local church, we carry out a

risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of appropriate Learning Journeys, the teacher makes a summary judgement about the work of each pupil and records these outcomes inline with the school's Assessment procedures. We use this as the basis for assessing the progress of the child.

8 Resources

8.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in the music room and instruments are sometimes taken into individual classrooms. The library contains a supply of topic books and the school has some computer software and Apps to support children's individual research and music creativity.

9 The school choir and musical events

9.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We are committed to a minimum of a musical performance at the end of each term, with some additional opportunities throughout the year. This gives all children the opportunity to take part in school choirs and perform in front of live audiences- providing valuable and memorable experiences for all!

10 Monitoring and review

10.1 The music subject leader is responsible for reviewing the standard of children's work and for monitoring 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.