



Music Policy

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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 plays an important part in personal development. The teaching and learning of music enables children to better understand the world they inhabit. Participating in musical experiences can help children to feel part of a community. Music is a wonderfully creative and enjoyable activity. It can also be a highly academic and demanding subject. At Rattlesden School we provide purposeful 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 Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgments about the quality of music;
- to develop imagination and creativity;
- to help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

2 Teaching and learning style

2.1 At Rattlesden School, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. 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, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

2.2 We recognise that in all classes, children have a wide range of musical ability, and so we seek to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- 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 Rattlesden School usually participates in the WCEC (Whole Class Ensemble Teaching) whereby Year 5 receive class tuition on guitar (free tuition), with 'Play On' offered to year 6 pupils (low cost group

tuition). This is delivered by Suffolk County Music Service. This provision is dependent year on year, as to whether a tutor is available. When we don't use this service, the children are taught the ukulele by an in-school specialist music teacher

3.2 Rattlesden School offers a recorder club each week, where children have the opportunity to perform in front of the school, encouraging one another and sharing their achievements.

3.3 Our school has a hand bell choir that performs at various events during the year.

4 Music curriculum planning

4.1 Music is a foundation subject in the Curriculum 2014. At Rattlesden School, we teach music throughout topic work, through a cross-curricular approach to learning. Planning is centred around the topic as well as the inter-related dimensions, developing children's listening, appraising and composing skills. **We use the KAPOW scheme to support our teaching and ensure skills progression and thorough coverage.** This is especially beneficial for less confident members of staff.

The subject leader is responsible for reviewing teacher's teaching and learning in music.

4.2 A music specialist teaches the in-class music lessons in years 1-5. She explains the specific learning objectives and expected outcomes to the children at the start of each lesson. The plenary consists of a recap of these objectives and achievements, pupil self assessment and teacher evaluation.

5 Early Years Foundation Stage

5.1 Children are given an introduction to the musical interrelated dimensions through a variety of activities. Music is taught as an integral part of the topic work covered during the year. 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. Children are given early opportunities and expectations to use a range of instruments in the foundation stage, learning how to use these expressively. Familiarity and confidence can then flourish as the children progress throughout their school journey.

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. Music is also used to stimulate discussion or creative writing. Song writing opportunities are actively encouraged with a particular focus on descriptive language e.g. Walk like a Roman songs! Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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 are mathematically based.

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

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other

people, and to build up good relationships. Music is the basis of many social activities, and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music is a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. It is our belief that sharing music in our community enables our pupils to share experiences and to bring joy through giving. Children at Rattlesden School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies. At Rattlesden School we use a variety of musical experiences to enhance our collective worship.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs to compose music. Children also use ICT to improve the presentation of their work.

8 Music and inclusion

8.1 We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.2 When progress falls significantly outside 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. Assessment against the Curriculum allows us to consider each child's attainment and progress against expected performance descriptors.

8.3 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, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgments about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole.

9.2 The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school. Music is a subject reported to parents at the end of the academic year.

10 Resources

10.1 Resources are kept in the hall cupboard; these include percussion instruments, books, piano, sound system, laptop and projector. We also have mobile music resources can easily be moved around the school.

11 Musical events

11.1 All children take part in singing practice, assemblies and perform in public on a number of occasions throughout the year. We sing carols to the community in the village at Christmas. We attend performances at The Apex or Ashlar House annually to work with other local schools.

11.2 At Christmas time, Foundation Stage and Key Stage 1 take part in a musical performance linked to their nativity. At other times of the year e.g. Harvest, Easter and other sharing assemblies, year groups or the whole school come together to provide appropriate musical entertainment. Key Stage 2 children lead a carol service at Christmas time in the church.

11.3 Whilst planning our curriculum, we have built in opportunities for exceptional musical experiences, such as African Drumming.

11.4 We have a school lunchtime singing club to offer inclusive accessible music for all.

11.5 Key Stage 2 children visit Thurston Community College to work collaboratively with local schools at a Carol Concert, and also to enjoy their yearly musical in the spring term.

12 Monitoring and review

12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- discusses progress with the headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work;
- observes music lessons taught by the music teacher in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.
- Work with other music leaders within the Thedwastre Trust to support and develop the subject.