

Oak Tree Federation



‘Inspiring learning for life’

Music policy

Policy date 30th April 2020 – review date 30th April 2022

I **Aims and objectives**

- I.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 enable children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. 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 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.

2 Teaching and learning style

2.1 At the Oak Tree Federation, 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 to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces 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. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

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 (not all children complete all tasks);
- grouping children as mixed ability and setting the same task for all to access using different resources and levels of support;
- providing resources of different complexity, depending on the ability of the child;

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service and the Sussex Academy of Music. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught on an individual or small group basis to those children who have chosen to learn one of a variety of instruments, such as the guitar, violin or piano. This is in addition to the normal music teaching of the school and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

4 Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- 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.

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Sometimes, the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 As we have mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. The subject leader is responsible for keeping and reviewing these plans.

5 The Foundation Stage

5.1 We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

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. 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 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.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to 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 Oak Tree federation 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.

7 Music and Computing

7.1 Computing technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use computing to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and they record their own compositions. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use computing skills to improve the presentation of their work.

8 Music and inclusion

8.1 At our school, 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 National Curriculum allows us to consider each child’s attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child’s needs.
- 8.3 Intervention through School Action and School Action Plus will lead to the creation of an APDOR (Assess. Plan, Do, Outcomes and Review plan) for children with special educational needs. The ADPOR may include, as appropriate, specific targets relating to music.
- 8.4 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, 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 judgements 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. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records these grades in their mark book. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

10 Resources

- 10.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in each classroom and there is a box of instruments in the Thrive room. Instruments are shared across the schools in the Federation.

11 The school choir/orchestra and musical events

- 11.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir, which we encourage all children from Reception to Year 6 to join. 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 on a number of occasions throughout the year, e.g. at the Christmas concert at Loughton, Christmas Fair at Firle.
- 11.2 We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

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 in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

12.2 This policy will be reviewed at least every two years.

Signed:

Date:

Appendix I – Music Long Term Plan

EYFS	Ongoing Skills/Knowledge/Understanding (starting in EYFS and then continuous throughout the school)		
	<ul style="list-style-type: none"> • Singing: in tune within speaking range and then beyond with good breathing/posture and ENJOYMENT! • Rhythm: clapping/tapping/moving in time to music with clear sense of Pulse and gradually copy/create effective rhythmic phrases showing sense of shape and pattern and structure. • Reading/Writing: graphic (picture scores) to read/notate own/other's compositions.' • Playing: careful, thoughtful selecting of/experimenting with sound sources to make varied sounds and effects with growing skill and inventiveness • Listening: with increasing awareness of 7 elements especially changes in pitch, tempo, volume and the effect this has on the listener. 		
	Autumn	Spring	Summer
Year 1 and 2	Feel the pulse – Exploring pulse and rhythm Identify pulse in music; repeat and create short rhythmic phrases confidently.	Sounds interesting – Exploring sounds Identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus. Create graphic notation to represent sounds and when they should be played.	The long and the short of it - Exploring duration Make and control long and short sounds using voices and instruments; create a sequence of long and short sounds.
Year 3 and 4	Play it again – Exploring rhythmic patterns Recognise and create repeated patterns; perform with control of pulse and awareness of what others are playing.	The class orchestra – Exploring arrangements Sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect. Represent combined sounds in graphic notation.	Animal magic – Exploring descriptive sounds Recognise how musical elements can be used together to compose descriptive music; combine sounds with movement and narrative within graphic notation.
Year 5 and 6	Cyclic patterns – Exploring rhythm and pulse Create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns.	Journey into space – Exploring sound sources Recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively and represent this through scoring.	Roundabout – Exploring rounds Hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing.

