



Elburton Primary School

Music Policy

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Version	Date	Description

1. 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 enable children to understand better the world they live in.
- Besides being a creative and enjoyable subject, music is also 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.

1.1 Our objectives in the teaching of music are to:

- Develop the child as a whole through engagement in musical activity.
- Ensure all pupils are able to access musical activities.
- Explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of composition, performance and musical appreciation.
- Develop and nurture pupils' sense of self and allow them opportunity to explore their own abilities

2. Teaching and Learning Styles

2.1 At Elburton Primary School, 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.

2.2 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.

2.3 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.
- Sometimes grouping children by ability and setting different tasks ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using teaching assistants where available to support the work of individuals or groups of children.

2.4 We encourage the children to gain the knowledge and discipline of music the kinds of questions musicians we can talk about the above skills.

3. Additional Music Teaching

- Year 5 have clarinet lessons by a specialist teacher.
- Children can access private lessons for guitar and keyboard.
- The school choir offers opportunities for performance in various locations.
- Planned opportunities implemented throughout the year for children to perform at the end of year music celebration, carol concerts.
- Assemblies and Choir performances in the community.
- Visiting music groups e.g. 'Travelling Tubas' 'Teiko' Drumming.

4. Music Curriculum Planning

Charanga is designed to ensure progression. The units are set for each year group and coverage and progression is linked to musical skills. Through the Musical School Charanga programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 3 main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. The Units of Work are the main focal point for the music curriculum whilst the Topics and Courses provide a wealth of extension, enhancement and cross-curricular possibilities and experiences.

The Units of Work are divided into 6 steps, ideal to spread across a half term but can be used more flexibly to suit your school timetable. The activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

N.B. Detailed breakdown of skills to be found on the 'Curriculum planning map'.

5. 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, 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.
- It closed the oracy and vocabulary gap to enrich their vocabulary within musical concept.

Mathematics

The teaching of music contributes to students' mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Rhythm and structure of music are mathematically based.

PSHE and British Values

Music contributes significantly to the teaching of PSHE, SMSC and British Values. Through the common goal of making music, children learn to work effectively with other people and to 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.

Participation in successful public musical performances is sometimes one of the most memorable events pupils participate in during school years.

Spiritual, Moral, Social and Cultural Development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. At Elburton, we encourage children to reflect on the important effect music has on people's moods, senses and quality of life, and how music can be used to express the aforementioned. Children at Elburton have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of music, they become more accepting towards other cultures and societies.

6. Music and Inclusion

- 6.1 At Elburton, 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 to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We take all reasonable steps to achieve these goals.
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, such as classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable each individual 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.
- 6.3 Music may contribute towards meeting targets set out in a child's Individual Education Plan (IEP). The teacher will have regard to these when planning and designing tasks for music lessons.
- 6.4 At Elburton Primary School, 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 at an outside venue) we carry out a risk assessment prior to the activity and undertake educational visits planning to ensure the activity is safe and appropriate for all pupils.
- 6.5 The cultural capital for all children is increased through theatre visits, live music such as 'travelling tubas' and 'Taiko drumming'. Charanga ensures consistent exposure to the different genres of music.
- 6.6 Pupil Premium funding is used to provide extra tuition for disadvantaged pupils. (e.g. guitar and keyboard lessons).

7. Assessment

- 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. The Charanga scheme.

8. Resources

There are sufficient resources for all music teaching units in the school. We keep instruments and other resources for music in the music cupboard.

Each key stage has access to a range of percussion instruments and a set of recorders and glockenspiels.

Reeds, mouth pieces and clarinets are provided for all Year 5 pupils.

9. School Ensembles

At Elburton, we strongly believe music enriches the lives of people, and it is our aim to involve as many children as possible in musical activities. The music teacher with the support of a member of the Senior Leadership Team runs two singing assemblies each week, one for each Key Stage group, which provides opportunity for whole school singing. Year 5 all learn the clarinet by a specialist teacher.

There is a specialist teacher for keyboard and guitar lessons, which all pupils can access.

The aim of these opportunities is to provide pupils opportunity to continue music learning beyond the classroom.