



# **ALLENDALE PRIMARY SCHOOL**

## **MUSIC POLICY**

### **Introduction:**

At Allendale Primary School we encourage children to develop a love of music. We believe that music is a unique way of communicating that can inspire and motivate children. It provides an opportunity for personal expression and it can play an important part in the personal development of an individual. We introduce the children to a range of musical pieces and provide opportunities to play a range of instruments so that they learn to create, explore, perform and enjoy music, allowing them to develop the skills they need to become musicians as well as having the experiences of hearing and appreciating a range of musical genres and cultures. Music is a creative and enjoyable activity but is also a highly academic and demanding subject.

### **Aims:**

At Allendale Primary School we aim 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 written down.
- Know how music is influenced by the time, place and purpose for which it is written.
- Develop the interrelated skills of performing, composing and appreciating music.
- Enjoy and appreciate a wide variety of musical styles.
- Make and quantify judgements about the quality of music.

### **Differentiation**

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 have a variety of responses.
- Setting tasks of increasing difficulty for more able children.
- Peer support in musical activities.
- Extra support for SEND pupils where necessary and possible.

### **Equal Opportunities**

All pupils will have equal access to the Music Curriculum. Staff will provide equal access for boys and girls, and also for pupils of different social backgrounds, SEN and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from

- different times and cultures
- different composers past and present
- different performers past and present

### **Additional Music Teaching:**

We buy into the Northumberland Music service who provide peripatetic music teaching for each academic year. These sessions are provided from the school budget and instrument hire is included in the music service charge. Staff are present during tuition which provides valuable CPD which enables other classes to benefit from the hire of the instruments.

### **Music Curriculum Planning:**

We have a range of music resources including Charanga throughout school which supports the objectives of the National Curriculum. Music teaching can be linked to the particular topic work each class is studying, although specific music units to develop skills are mainly used which builds upon prior learning.

### **Foundation Stage:**

We teach music in our EYFS Class as an integral part of the topic work covered during the year and as Charanga units. 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.

### **The contribution of music to teaching in other curriculum areas include:**

#### **English**

Music contributes significantly to the teaching of English in our school.

- 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 through observing patterns and processes.
- Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

#### **Computing**

- Computing is used in music where appropriate. By recording their work children can suggest improvements to a performance.
- Children are also encouraged to bring in music and use keyboards when appropriate.

#### **Science and D&T**

- e.g. experimenting with different sounds and making musical instruments.

## **Art**

- Graphic scores e.g. pattern pictures to illustrate sound effects.
- We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

## **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 many young people. It has a vital role to play in building self-confidence.

## **Spiritual, moral, social and cultural development**

- We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life.
- Children at Allendale Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

## **Opportunities for live music:**

- Singing practice - Once a week the whole school meets to learn hymns and songs for assembly and special occasions linked to R.E. and PSHCE and school performances.
- Listening & Appraising — Music is often used in class for a variety of reasons. This can be an opportunity for introducing a new piece of music and for quiet reflection.
- School performances — At Christmas time, each year group takes part in a whole school musical Nativity. At other times throughout the year e.g. Harvest, end of term, talent show and concerts, year groups or the whole school get together to provide appropriate musical entertainment.
- At the end of the summer term Year 6 put on a musical extravaganza as a leaving performance to the rest of the school and parents.

## **Assessment and recording:**

Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. At the end of each Key Stage the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. We use this as the basis for assessing the progress of the child and for completing reports to parents. Tape recordings, use of a digital camera or a video may also be used to record work covered.

## **Resources:**

There are sufficient resources for all music-teaching units in the school which are kept on a central trolley in the School Hall. There is also a range of tuned instruments in the music

cupboard in the hall. We have purchased our own set of steel pans which are used by the Music Service and teaching within school. A portable CD player is available for use in classrooms as well as a Coomber in the Hall and laptops and interactive whiteboards / screens in all classrooms.

**The Role of the Subject Leader:**

- to lead the development of Music in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources

**Health and Safety:**

Children are always encouraged to use instruments carefully and safely.

An instrument, which is blown, should have the mouthpiece cleaned after each use.

Music Policy

December 2017

Reviewed

December 2022

Review Date

December 2026

## Appendix 1

National Curriculum for England 2014 – Music Programme of Study Key Stages 1 and 2.

Taken from: <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Subject content

#### Key stage 1

Pupils should be taught to:

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.