

The Asfordby Hill School



Achieving High Standards in all that we do.

Music POLICY

This Policy Links With: Teaching and learning Policy SEN Policy	
Recommended:	Y
Statutory:	
Date Reviewed:	November 2019
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Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	

“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity and human involvement.”

President Gerald Ford

Rationale

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical repertoire.

Intent

At Asfordby Hill Primary School we aim 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.

Implementation

At Asfordby Hill Primary School we predominantly use the ‘Charanga Music School’ scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. Skills and concepts are built upon through a ½ term Unit of Work. The ‘Charanga Musical School’ Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

There are opportunities for teachers to move away from Charanga, namely to teach Upper KS1 children the recorder and teach the music dimensions through activities with Boomwackers. We also give Lower KS 2 children a unit of work focusing on composing on i-pads, using the programme ‘Garage Band’.

Music lessons are delivered by class teachers or music specialists. The school uses a variety of teaching and learning styles in lessons including modelling, demonstrating and exploration.

Children also have the opportunity to use/listen to a wide range of instruments.

All children in Year 5 and 6 are given the opportunity to learn a brass instrument. All children are also given the opportunity to extend their skills further on an individual or small group basis in lessons delivered by peripatetic teachers and paid for by parents, or by the school for disadvantaged pupils.

Finally whole school assemblies offer our children opportunities to listen to music by the great composers, learning together not only about context, structure and instrumentation but also developing an appreciation and awe and wonder of the pieces played. One assembly a week is dedicated to fun whole school singing: performing together helps to forge the community feel that Asfordby Hill Primary School is renowned for.

Cross Curricular Links

The teaching of Music enhances other curriculum areas. It is the class teachers' responsibility to bridge other areas of the curriculum to Music, broadening the pupil's experiences.

Extra-Curricular Music

The school provides a number of opportunities for children to take part in extra-curricular music including choir and recorder club.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage and parents offered support to receive appropriate peripatetic teaching and signposted to out of school opportunities to perform with others.

Assessment for learning

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. This may look like

- Questioning in order to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- Share what has taken place during the lesson and work towards performing to an audience.

EYFS

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. Charanga provides specific support in introducing the dimensions of music to our youngest children, in a practical, fun and active way.

Equal Opportunities

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures as music plays an important part in the celebration of religious and cultural festivals.

Resources

The school has a number of tuned and untuned percussion instruments including glockenspiels, guitars, ukuleles, violins, clarinets, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano, as well as computers/tablets.

Impact

Key stage 1

At the end of KS 1, most children will be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments with musicality
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

At the end of KS 2, most children will be able 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.

Performance opportunities

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include class assemblies, Christmas performances and an annual musical concert.

Responsibility

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school improvement plan linked to music.
- Monitoring the delivery and impact of the published scheme of work and advising on actions needed
- Identifying and implementing appropriate staff training
- Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.
- Planning, providing and maintaining resources.