



# STAPELEY BROAD LANE CE PRIMARY SCHOOL

## Music Policy

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### 1 Aims and objectives

At Stapeley Broad Lane we use music to enrich children's learning and provide individual and collective opportunities for participation in musical activities according to level of understanding and ability, through the development of the following:

- Build self-esteem, self-confidence and self-discipline
- Develop social skills, co-operation and sharing
- Develop a sensitive response to sound and readiness to experiment with sound
- Develop concentration, memory and listening skills
- Develop a musical vocabulary
- Develop physical co-ordination through breathing and posture
- Develop self-awareness, sensitivity, imagination and empathy
- Encourage children to recognise and express their feelings
- Develop an understanding of musical traditions and appreciation of own and other's culture and heritage

In the round, music develops a child in a social, physical, intellectual, emotional and spiritual way.

### 2 Teaching and learning style

At Stapeley Broad Lane C E 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 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.

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);
- providing resources of different complexity, depending on the ability of the child;
- using adults to support the work of individual children or small groups.

### 3 Music curriculum

The National Curriculum skills, knowledge and understanding form the basis of music teaching in the school:

We use the Love Music Trust Curriculum which includes a section for Nursery education.

Nursery	Love Music Trust Curriculum
Year R	Love Music Trust Curriculum
Year 1	Love Music Trust Curriculum
Year 2	Love Music Trust Curriculum
Year 3	Love Music Trust Curriculum Music curriculum taught through the Wider Opportunities Scheme - Spring & Summer Term - Brass
Year 4	Love Music Trust Curriculum Music curriculum taught through the Wider Opportunities Scheme – Autumn – Brass, Summer – World Percussion (Djembe Drums, Blue Bins and Samba)
Year 5	Love Music Trust Curriculum Music curriculum taught through the Wider Opportunities Scheme – Autumn & Spring - World Percussion (Djembe Drums, Blue Bins and Samba)
Year 6	Love Music Trust Curriculum
Singing	Weekly songs of praise

### 4 Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers through Love Music Trust. We offer a wide variety of lessons including, piano, clarinet, flute, saxophone, trumpet, trombone and drums. These lessons are normally taught either individually or to small groups of children who have chosen to learn one of the instruments.

### 5 Music Clubs

Children are offered the opportunity to join choir which is held afterschool.

### 6 The Early Years' Foundation Stage

We encourage creative work in the reception class, as this is part of the Early Year's Foundation Stage. The children's musical development is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience

encourages children to make connections between one area of learning and another, and so extends their understanding. This also includes Nursery.

## **7 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. They use reference books, and develop research skills, when finding out about aspects of music. 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**

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 is mathematically based. **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 one of the most memorable things young people do at school.

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

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. Children at Stapeley Broad Lane 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.

## **8 Music and Computing**

Information and communication technology enhances the teaching of music, where appropriate, in Key Stage 2. Children use computing to enhance their research skills through the Internet. Children also use computing to improve the presentation of their work.

## **9 Music and inclusion**

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. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

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. Assessments made by teachers against the Curriculum objectives allow us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, such as a visit to a concert, 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**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work against lesson objectives by making judgements during lessons and/or on completion of a piece of work. The teacher uses this information to plan for future learning. Older pupils are encouraged to make judgements about how they can improve their own work.

A simple tracker is used to summarise children's attainment at the end of each term. This allows the school to produce attainment reports showing whether or not children have met the subject matter, and allows individual children's progress and attainment to be monitored.

## **10 Resources**

There are sufficient resources for all music teaching units in the school which consist of a set of percussion instruments for each class and a set of glockenspiels. We keep resources for music in a central store. The school is fortunate to own a full class samba set and shares the resources for world percussion (blue bins, djembe and samba) with two other local schools. It also owns a class set of Bb Brass instruments.

## **11 Musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Children have the opportunity to perform out of lesson time in events such as carol concerts, competitions and young voices.

## **12 Monitoring and review**

The music subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has allocated time, during our curriculum review and evaluation cycle, in which to fulfil this role by reviewing evidence of children's work and informally discussing topics with the class teacher.