

# St. Nicholas First School

## Music Policy

### 1 Philosophy

1.1 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 enables children to better understand the world 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 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.

### Aims and Objectives

- to know and understand how sounds are made and then organised into musical structures;
- to know how music is made through a variety of instruments;
- to know how music is composed and written down;
- to know how music is influenced by the time, place and purpose for which it was written;
- to develop the interrelated skills of performing, composing and appreciating music.

### 2 Teaching and learning style

2.1 At St Nicholas CE (VC) First 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 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);
- 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.

3.2 All pupils in Year 3 learn to play the violin as part of SPA's 'Key 2 Music' Scheme. The Year 3 music curriculum is embedded within this scheme. Whilst the weekly session is led by a peripatetic music teacher, the class teacher has a shared teaching role.

3.3 All pupils in Year 2 learn to play the recorder.

3.4 The school has a successful and accomplished choir consisting of pupils from Year 3 and Year 4. The choir perform on a regular basis at venues within the local area and further a-field.

### **4 Music curriculum planning**

4.1 Our Music Planning meets the requirements of the National Curriculum. Where possible, music teaching in school makes links with other curriculum subject areas. Therefore, music at St. Nicholas benefits from strong cross-curricular links.

### **5 The Foundation Stage**

5.1 We teach music as an integral part of the topic work covered during the year. As the nursery and reception class are 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, for example, 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. Music is also used to stimulate discussion. 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 is 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, 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 St Nicholas First 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.

## 7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT 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 ICT 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. For further details see separate policies: Special Educational Needs; Disability Equality Scheme and Access; Gifted and Talented.

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 ensure that our teaching is matched to the child's needs.

8.3 Intervention through School Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP 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, for example 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.

### **8.5 Send and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

## **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.

## **10 Resources**

10.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store.

## **11 The Role Of The Subject Leader**

- To support colleagues and organise INSET when appropriate.
- To monitor the impact of music on teaching and learning, pupil progress, attainment and progression.
- To ensure consistent approaches to music throughout the school
- To establish progression through the key stages to ensure balance, breadth, continuity and progression.
- To establish a framework for assessing, recording and reporting children's progress.
- To manage and maintain resources
- To liaise with external agencies as appropriate
- To keep up to date with music developments

## **12 Monitoring and Review**

12.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the music subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for producing an annual subject development plan and a summary report, following any in-school monitoring, which evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

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