



Music Policy

Believe, Achieve, Celebrate

Reviewed November 2023 by Jade Hubbard

Thurnby Mead Primary Academy and Designated Specialist Provision - Music Policy

INTENT

1 Aims and objectives

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 self-confidence, creativity and sense of achievement of children. 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. It also plays an important part in helping children feel part of a community. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. 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.

1.2 The aims of music teaching are to enable our children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- 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

2 Teaching and learning style

2.1 At Thurnby Mead Primary Academy 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. Key concepts of music such as pitch, rhythm, harmony and ensemble performance are also taught through weekly singing assemblies.

2.2 Within Key Stage 1 we teach children to listen and to appreciate different forms of music, create music and experiment with sounds on tuned and untuned instruments and use their voices creatively. As children move into KS2 we expect them to maintain their concentration for longer and to listen with attention to detail to a range of music from different traditions, composers and musicians throughout history. We teach them the disciplined skills exploring how music is created, produced and communicated, how to work by themselves and with others to make music using their voices and musical instruments and we also teach them musical notation and how to compose music.

2.3 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 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 classroom assistants to support the work of individuals or groups of children
- considering the needs of children who have SEND

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Leicester-shire Schools Music Service and our academy has chosen to participate in a WCET (Whole Class Ensemble Teaching) programme for years 4, 5 and 6.

4 Music curriculum planning

4.1 Our school uses the National Curriculum Music Programme of Study 2014 as the basis for its curriculum planning. The Model Music Curriculum March 2021 is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching. While there are opportunities for children of all abilities to develop their skills and knowledge, planned progression means that the children are increasingly challenged as they move through the school.

4.2 The children from Nursery to Year 3 have music sessions from the 'Sing-Up' Music Scheme. 'Sing Up Music' takes an integrated approach to musical learning, and together the units represent a complete, and progressive library of resources that meets the requirements of the National Curriculum for Music and suggested approaches of the Model Music Curriculum. Through each unit children experience music making where listening, singing, playing, improvising, and composing are interwoven. A Musical Literacy toolkit supports teachers to teach core concepts of beat, rhythm, and melody, including introducing notation with KS1 and KS2 pupils. In the EYFS the units of work are based on the updated Development Matters and the new Statutory Framework for Early Years.

4.3 Years 4 to 6 participate in the whole class music lessons delivered by peripatetic music staff from 'Leicester-shire Schools Music Service'. This ensures in depth coverage of the National Curriculum Programme of Study.

4.4 Opportunities to participate in musical projects such as 'Orchestra Unwrapped' complement and enhance the music curriculum.

4.5 Our music teaching is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

5 Foundation Stage

5.1 We teach music in the EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in 'Development Matters' which underpins our curriculum planning for children aged three to five. Music contributes to a child's personal, social and emotional development. Counting songs foster a child's mathematical ability and songs from different cultures can increase a child's understanding of the world. The ability to clap a rhythm can help a child with their reading.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our academy by actively promoting the skills of speaking and listening, reading and writing. 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.

6.2 Mathematics

Music contributes to the teaching of mathematics in that 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 Computing

Children use computer programmes to compose music. They also use ICT in music to enhance their research skills. They listen to music on the Internet, and they also record their own compositions using the 'See saw' app. Children improve the presentation of their work through the use of ICT.

6.4 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. 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. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.5 Spiritual, moral, social and cultural development

Listening, creating or performing 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 Thurnby Mead Primary Academy 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. The units in the 'Sing Up Music' work scheme include complimentary listening suggestions from the Model Music Curriculum which provide a diverse and wide range of pieces from different cultures and traditions.

7 Teaching music to children with special needs

7.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced curriculum to all children and the Special Education Needs Code of Practice 2014. Teachers provide learning opportunities matched to the needs of children with SEND, and our work in music takes into account the targets set for individual children.

7.2 Careful consideration is given for children who have sensory needs and may find for example the noise level of music sessions challenging, such as those who have an autism spectrum disorder, within planning and appropriate activities delivered.

7.3 Consideration is also given to the needs of children who have speech, language and communication needs, whereby teachers reduce the language demands and clearly explain likely concepts and vocabulary to enable equal participation. 'Makaton' signing is used extensively in our 'Speech and Language' provision. Makaton helps children, both in our DSP provision and in mainstream, to learn the song words. 'Sing Up Music' has several links to YouTube clips where songs can be accessed with the accompanying Makaton signing.

8 Resources

8.1 There are sufficient resources for all music teaching in the school. We keep resources for music in boxes in the main hall. We access the 'Sing Up' website which provides an extensive resource of songs for all ages as well as our Music Scheme.

8.2 Instruments are loaned to school by Leicester-shire Schools Music Service for the whole class ensemble teaching.

9 Enrichment

9.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The whole class ensemble teaching groups have the opportunity to perform in public on a number of occasions throughout the year.

9.2 We have professional musicians into school to perform. Our children also take part in music workshops. KS2 children have attended concerts at De Montfort Hall to listen to a variety of music and participate in 'Orchestra Unwrapped'.

9.3 All children have the opportunity to participate in school performances throughout the year, both to the rest of the school as well as to parents.

IMPACT

10 Assessment and recording

10.1 'Floor books' are used to capture children's learning in music lessons. These can include QR codes to access songs and compositions that the children have done. They might also include the children's thoughts and feelings about a piece of music they have listened to.

10.2 Video recordings are made of the children's instrumental and choir performances during the year to share with parents or to use to show progress with a particular instrument throughout the year. The recordings are uploaded to the 'SeeSaw' app and specific skills are tagged to each video or audio recording to monitor progress and achievement.

10.3 Teachers assess children's work in music by making informal judgements as they observe them during lessons. We use all information as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

10.4 At the end of each summer term teaching staff record summative assessments onto Target Tracker. At the end of the year the music subject leader is able to analyse the data and track the progress and attainment of the children during the school year.

11 Monitoring and review

11.1 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 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 the subject in the school.