

Cavendish Primary School

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# **Music Policy**

Spring 2007

## Music Policy

### Aims and objectives

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 enable children to better understand the world that 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 to feel part of a community. At Cavendish School 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.

Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.

### Teaching and learning style

At Cavendish 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.
- Teaching 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.
- Developing descriptive skills in music lessons when learning about how music can represent feelings and emotions.
- The disciplined skills of recognising pulse and pitch which we often teach together.
- understanding musical notation
- Composing pieces and making music together
- The children have the opportunity to learn a variety of instruments supported by Hounslow Music Service.

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);
- using classroom assistants to support the work of individuals or groups of children if appropriate.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Hounslow Music Service, and Cavendish school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the recorder, percussion, cello or flute. This is in addition to the normal music teaching of the school, and takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

### **Music curriculum planning**

Music is a foundation subject in the National Curriculum. Our school uses the QCA scheme of work for music as the basis for curriculum planning. We adapt the scheme so that the topics that the children study in music build upon prior learning and reflect the needs and interests of the children at Cavendish. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- 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.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music teacher devises this plan in conjunction with class teachers. Where possible the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans give details of each unit of work for each term. The subject coordinator is responsible for keeping and reviewing these plans and monitoring their implementation.

Short term plans show differentiation for different ability groupings and opportunities for assessment.

## **The Foundation Stage**

Music is taught in the nursery and reception classes as an integral part of the Early Years curriculum covered during the year. 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. Through their explorations of different instruments and through singing children begin to develop their musical understanding.

## **Cross-curricular links**

### English

Music contributes significantly to the teaching of English at Cavendish 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 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 are 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 and the ability to work cooperatively with others. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### Spiritual, moral, social and cultural development

Creating, performing or listening to music can 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 Cavendish Primary 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. Music is used in assemblies

to create a sense of awe and wonder, to enhance spirituality and to learn about other cultures, faiths and traditions.

## **Inclusion**

At Cavendish 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 children at the early stages of the acquisition of English music provides an opportunity to experience success, gives opportunities for self-expression and promotes understanding.

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

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, e.g. 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.

## **Assessment for learning**

Children demonstrate their ability in music in a variety of different ways. Teachers 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. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records these grades in their mark book. We use this as the basis for assessing the progress of the child.

The music coordinator keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

## **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. The library contains a good supply of topic books to support children's individual research. In addition the music curriculum is taught by a specialist music teacher.

### **The school choir/orchestra and 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. We have a school choir, which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, e.g. at the Christmas concert.

When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble.

### **Monitoring and review**

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- contributes to in-service training when appropriate;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- monitors the implementation of this policy and standards in music at Cavendish Primary School.

This policy will be reviewed every four years.

Paula Jones

Music Co-ordinator