



## **Music Policy**

***Music Co-ordinator: Blanca Grindley***

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### **1. 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 and their well-being. The teaching and learning of music enable children to understand better the world they live in. Besides being a creative and enjoyable subject, music is also a highly academic and demanding subject. It plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Our objectives are:

#### **Aims**

Our aims of music teaching are to enable children to:

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

#### **Learning Objectives**

- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To communicate musical ideas to others.
- To improve instrumental and vocal techniques.
- To listen and appraise.
- To be able to sing and play from memory.

### **2. Teaching and Learning**

At Pleasant Street 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.

Every child at Pleasant Street Primary School engages in quality music education from their entry into Nursery until the end of KS2 enjoying timetabled - weekly music lessons with a Music specialist teacher.

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.

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.

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
- Sometimes grouping children by ability and setting different tasks to each ability group;
- Providing resources of different complexity, depending on the ability of the child;



### **3. Music Scheme of Work Planning**

Our school uses **Charanga Music and Music Express** schemes as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We offer **Wider Opportunities to all pupils in Year 4** – for this we teach children to play the ukulele. Playing a string instruments helps with the development of coordination and fine motor skills. Children learn to express themselves through rhythmical patterns. Learning this instrument has shown an increased resilience and self-esteem in all children.

The Charanga Music World website is available to use for support material.

Our music planning is geared to three aspects of progress:

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

### **4. Early Years**

We relate the musical aspects of the children's work to the objectives set out in the Development Matters and Early Learning Goals. The strand Expressive Arts and Design provides children with opportunities to explore moving rhythmically, imitating movement to music, tapping out simple rhythms, experimenting with a range of different instruments and explaining and learning how sounds can be changes. In addition to this children sing songs, make music and experiment in different ways of changing them. 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.

### **5. 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.

### **6. Assessment and Recording**

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be in the forms of audio, video recordings and photographs..

Recorded performances (audio or video) are excellent means of keeping evidence within this subject. 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. Information on a child's progress in music will be communicated to parents in the written report once yearly.

At the end of every half term, we use a bespoke tracking system, that shows child's progress from September to July based on specific targets/ objectives.

### **7. Extra-curricular activities & Performances**

At Pleasant Street we strongly believe music enriches the lives of people, and it is our aim to involve as many children as possible in musical activities. The music teacher runs a singing assembly each week, which provides opportunity for whole school singing.

There are a large number of musical opportunities such as whole class performances, Christmas plays and in some occasions whole school performances.

We also have a school Choir. The choir is open to children from Year 2 to Year 6 and is run by Ms Tremarco and Mrs Grindley. Ms Tremarco was the Voice Leader for Resonate – Liverpool Music Hub for many years. She is a very experience Choir Leader and can teach a wide variety of music genres. Ms Tremarco teaches fantastic voice technique and gets the children to perform in many different places; thanks to this, the children have shown an increased confidence, which it also has a very positive impact in their social and academic lives.



## **Appendix**

### Appendix 1 – Assessment

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#### **Baseline:**

Before each unit, teachers establish the pupils' level of knowledge, understanding and skills. These assessments are used to refine planning to make it suitably challenging.

These assessments are based on the targets for each half term using the progression map for the subject as well as target vocabulary. This can be made by questioning, challenging starters, multiple choice Power Points etc.

Teachers can also obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by ensuring photographs and recordings of their finished products are obtained during lessons.

#### **Formative Assessment:**

The music leader monitors teaching and progress in music by:

- Informal discussions with teachers, LSAs and children
- An annual resource audit
- Assessing work and progress
- Observing lessons
- Photographic and video evidence
- Half term assessment through Target Tracker

#### **Summative Assessment:**

In Music, children are assessed at the end of each half term by different ways such as, use of multiple-choice quizzes, Q&A session and end of term performance (which will be recorded as evidence).