

Horton Park Primary School



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We Learn to Succeed

Music Policy

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Mission Statement: We learn to succeed

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

(National Curriculum 2013)

Intent:

Music could be described as the most universal of all the Arts. It is a powerful, unique form of communication that can change the way pupils think, feel and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. Music is an integral part of many cultures globally, both past and present and helps children to understand themselves, relate to others and forge important links between home, school and the wider world. As a subject, it actively encourages pupils to develop and utilise their skills through both independent and group work, whilst appealing to their individual needs and learning styles.

Aims:

- To produce an understanding of how music is created, produced and communicated by performing, listening to and reviewing music across a range of genres and styles
- To promote a love of music, positively encouraging creativity, imagination and an awareness of the relevance of Music in the real world.
- To promote and support music for all children as an entitlement through a variety of learning experiences and activities.
- To promote knowledge, skills and an understanding Music, in relation to both their own and other musical traditions.
- To encompass Music Technology and utilise it to enhance music lessons and develop the music and wider curriculum.
- To recognise the importance of music in developing self-confidence, independence, cooperation, emotional intelligence, fine motor skills and musical expertise.

What do we mean by Music?

At Horton Park we aim to improve our children's creativity and imagination through developing a positive attitude towards the arts and music. In music lessons they learn to work independently and collaboratively on a variety of projects including singing, playing, composing and performing.

Why do we think Music is important?

We believe that providing opportunities for the expression of creative ideas, and developing creative responses, is essential to developing children and staff as learners. Our school motto is where everyone learns to succeed. This is best summed up by this statement that appears in the introduction to the Arts' Council's document 'From Policy to Partnership':

The arts add quality and challenge to our lives, making us question and reflect on our thoughts, feelings and values and helping us respect the views of others. They provide opportunity for us all to explore and understand different forms of expression, appreciate our diverse cultural heritage, gain a sense of personal identity and to be creative.

In addition, the development of the whole child is fundamental to our school's ethos. Artistic creativity is seen as a natural response to the life-force that constantly renews and recreates our world, and a recognition of the beauty and variety of that creation. All our talents are worthy of careful nurture and development throughout our years in school and beyond.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given many opportunities. This includes:

- Group, individual and whole class activities, whilst singing and performing musical pieces
- The evaluation of their own work and that of others.
- Individual experimentation using a variety of instruments.
- Hearing examples of styles using mixed media to enhance understanding.
- Improving social skills, concentration, memory and coordination.
- Building a bank of sounds and musical experiences so that composition skills improve.
- Developing an effective singing voice, developing appropriate warm up techniques, noting good diction, breathing and phrasing.
- Expressing opinions, thoughts and feelings and having the confidence to do this.

TEACHERS PLANNING AND ORGANISATION

Each class teacher is responsible for the music in their class / year group in consultation with Bradford Music Hub and with guidance from the music subject leader.

The approach to the teaching of music within the school is based on three key principles:

- A music lesson weekly
- A clear focus on direct, instructional teaching and interactive work with the whole class and targeted groups

- An emphasis on creating links across the curriculum

Each class organises a weekly lesson of 30 minutes for music. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term/ Short term planning

Long term plans are created with the support of the school's Bradford Music hub representative and the use of the Charanga scheme (where applicable). The music curriculum is organised into a series of units that cover 6 half terms each year and incorporates cross curricular links where possible. Music is also taught by a representative from Bradford Music hub and select year groups also receive recorder lessons.

INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS

The weekly music lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address targets. Music is also used to encourage pupils with special educational needs to become more involved in whole class activities as lessons are accessible for all.

Greater Depth / More Able (taken from Nace subject guidance)

More able pupils are those who are achieving or have the potential to achieve the higher standards in Computing by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Pupils who are More Able in Music may:

- be sensitive to mood and emotion, enjoys rhythm, understands complex organisations of music;
- be captivated by sound and engage fully with music select an instrument with care
- be particularly creative
- be outstanding leaders or team members
- generate creative working solutions
- greater understanding and confident use of musical vocabulary

Pupils demonstrating a talent in Music may:

- have a natural flair for Music and are able to keep the beat/pulse
- find it difficult not to respond physically to music memorise music quickly without any apparent effort
- be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- show their musical abilities through the quality of their response
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well

- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- show great sensitivity or empathy
- demonstrate particular skills in singing or using different instruments
- make sound judgements
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of skills in music

EQUAL OPPORTUNITIES

We incorporate music into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of music. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

ASSESSMENT, FEEDBACK AND PUPILS' RECORDS OF WORK

SHORT TERM

In singing and instrumentation lessons, pupils are given oral feedback from teachers and other students in order to further develop their skills. This is done frequently through:

- questioning
- observations
- performances
- discussions
- plenaries

We also encourage class teachers to record and store evidence on the school system or in books/memory books. Assessment may be in the form of videos, photos, recordings, written work, assembly performances, pictures and diagrams.

LONG TERM

All children will be regularly assessed in accordance to their Age-Related Expectations and progress by class teachers. This is recorded systematically through classroom monitor and is monitored by the subject leader.

REPORTING TO PARENTS

Reporting to parents on the standard of work and of the level of application is done annually through the end of year report.

Monitoring and Evaluation

Monitoring will be carried out by the music subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also, through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.

3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource music throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

All children should have access to a broad and balanced curriculum and have the right to access a musical education. All children should be encouraged to:

- Participate in weekly music lessons at a level appropriate to them.
- Enjoy music and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Develop an appreciation for a variety of types of music
- Use musical vocabulary with confidence.
- Use their knowledge to compose, perform and produce music

Parents will:

- Be encouraged to develop positive attitudes to music and actively support their children when homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / music subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.