

Music Policy



Ranelagh Primary School

Music Policy

Document Purpose

This policy reflects the values and philosophy in relation to the teaching and learning of music. It gives a framework within which all staff work and gives guidance on planning, teaching and assessment.

Philosophy

We believe that every child is artistic and that developing artistic, creative and cultural awareness is the right of every child. The arts are important because they help define and enrich the quality of all human life. They allow us to understand and experience the diversity and commonality of humanity (*Art becomes the 4th R, Ohler 2000*). This is particularly relevant in our multicultural community. We realise that exposure to the arts when young and the chance to participate in a range of experiences (making use of preferred visual, audible and kinaesthetic learning styles), allows us to develop the capacity for flexible and innovative thought. They also enable us to formulate and communicate ideas and feelings as well as developing our physical and perceptual skills. The development of creativity and creative learning is also vital for the challenges of the 21st Century world (Robinson, 1999). Good arts education develops intangible qualities of enthusiasm, passion, inspiration and ambition. These attributes have a positive effect on achievement in other subjects and, more importantly, the continual learning experiences through a child's life. A child's worldview of the arts reflects the experiences offered to them by the adult (*Creative Endeavours, Bloomfield 1998*) and, to this effect, our policy intends to offer experiences which will widen and stimulate our children's worldview.

Audience

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is distributed to all individual members of the teaching staff. Further copies of the policy are available from the Music coordinator. Such distribution ensures the accessibility of the document to visiting teachers, such as outreach, support staff and parents.

Subject Aims

Music is a foundation subject within the National Curriculum. The aims of teaching music are consistent with our school's philosophy of providing stimulating and challenging opportunities for all children. The aims of the subject are:

To provide a broad and balanced music curriculum that acknowledges the cultural diversity of the school.

To encourage children to enjoy musical activities and provide them with the skills and confidence to participate; which in turn should enhance their self-esteem.

To provide children with a means to express ideas and feelings through sound, rhythm and melody.

To assist the development of a positive self image and boost self confidence.

To develop a sensitive and analytical response to sound and music.

To provide a curriculum that progressively develops musical skills, concepts and knowledge.

To develop insight (through music) into areas of human experience; some of which are not readily verbalised.

To promote positive attitudes and enthusiasm for learning music in school.

To develop social skills and awareness while working as a group or team to make music together.

Learning Aims

Children at Ranelagh Primary School follow the National Curriculum for Music and work at levels appropriate to their ability. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description.

In the teaching and learning of Music we can identify a number of objectives:

'Composition' (Creating and Composing)

Develop key skills in composing, improvising, performing, singing and appraising by allowing children to:

Explore the inter-related dimensions of music. For example: pitch (high / low), dynamics (loud / quiet), duration (long / short), tempo (fast / slow), texture (layers of sound), structure, timbre (quality of sound), rhythm and beat.

Explore sounds; rhythmic and melodic ideas; as well as improvise and compose music for a variety of purposes and audiences.

Compose their own music and use graphic notation (symbols) to record their work.

Use Music Technology and ICT (For example GarageBand for iPad) to compose and record pieces of music.

'Performance'

Perform music to a variety of audiences including: class, key stage group, whole school, parents and visiting guests.

Move or dance in response to a wide range of music (this may be represented in cross curricular work with PE).

Develop performance skills through projects and programs; such as Wider Opportunities for Music, School Shows and Cross-Curricular Arts.

'Listening, Reviewing and Appraising'

Discuss and appraise live performances and recordings (made by peers as well as professional musicians).

Explore the main elements of music. For example: pitch (high / low), dynamics (loud / quiet), duration (long / short), tempo (fast / slow), texture (layers of sound), structure, timbre (quality of sound), rhythm and beat.

Discover and explore musical links with other subjects, experiences and feelings. This may include looking at images and stories.

Learn about music in an historical context focusing on particular composers, periods and styles of music.

Use various media (including ICT – iPads/laptops) to access and experiment with music.

Singing

Learn and collaborate with peers to enjoy singing a variety of songs and rhymes.

Develop the ability and confidence to sing alone as well as in groups.

Learn singing techniques, styles and practices (including breathing and posture).

Children are taught singing weekly. Performances each term, will allow children to show some of what they have learnt.

Projects to develop singing, such as *The Festival of Voices*, *School Choirs* and *School Shows* at Stratford Circus feature as part of our schools musical and cultural calendar.

Instrumental Lessons

Children in KS2 receive weekly instrumental lessons from a professional external tutor employed by the school. In year 3 and year 4, children learn Ukulele before moving on to learning to play the guitar in years 5 and 6.

In KS1 children receive weekly lessons from the external tutor involving singing as an ensemble and composing using percussion instruments.

Further opportunities for instrumental lessons are offered as an extracurricular club to enhance the Music Curriculum.

Curriculum and School Organisation

In order to achieve the aims outlined above, teaching of music at Ranelagh Primary School is approached flexibly within each Key Stage and Year Group. Music teaching will be of a cross-curricular nature and taught through the Ranelagh curriculum (particularly during festival times when whole school productions are underway). Most of the teaching will be specifically planned to develop musical skills, concepts, knowledge and opinions. Schemes of work available are designed to facilitate good and confident music teaching; while progression and level descriptors allow greater continuity in learning. To complement this, a specialist instrumental teacher delivers instrumental lessons across Key Stage 2 and ensemble performance and composition projects in Key Stage 1. Extra curricular activities include a school choir that provides performance opportunities for children across the school.

The current organisation for music is as follows. Singing is taught weekly during weekly singing assemblies in both Key Stage 1 and Key Stage 2. This singing is appropriate to the age groups; complements cross-curricular themes and skills as outlined in the National Curriculum; and enhances our assemblies and school productions/shows. Singing is also encouraged and taught in class groups (often using the *Sing Up* website).

As a curriculum area, Music has a coordinator who receives any information or resources which arrive in school.

Planning

Subject planning and evaluation for music is usually incorporated into year group planning and evaluation each term. Music planning can be found on weekly topic plans. This section of the plan will either refer to the appropriate music skills to be covered by the year group and the lesson activity. The music coordinator will be available to assist with planning. Specialist planning is also done weekly by the music coordinator for the specialist lessons delivered each afternoon across the school.

Learning in music will be essentially practical; using the music resources available for teachers and children (as outlined in the scheme of work). Where appropriate, this will be enhanced by the use of ICT (Youtube for example), CDs, audio clips and live music.

Evaluation of Planning

This is done regularly and monitored by the Leadership team and music leader.

Foundation Stage

Children in the foundation stage follow the *Early Years Curriculum*. Children in Reception and Nursery have access to percussion, singing and listening resources. Music forms part of planning, exploring and development through play. Music is used in PE, songs are learnt to complement early numeracy, literacy and science knowledge and children are allowed to experiment with sounds and instruments. The music objectives (which can be found in the Foundation Stage Profile) aim to ensure that each pupil achieves musical skills at their own pace. Assessment involves the collection of evidence and observation to enable accurate monitoring and formative assessment in order to meet the needs of each child.

Time Allocation

The time allocated for the teaching of music is based upon the recommendation set down in the current DfE guidelines. Within this time allocation, it is expected that all the relevant Programmes of Study be covered at each Key Stage. It is recognised that our integrated approach may make it difficult to allocate time precisely on a weekly basis. However, class teachers and the music team endeavour to ensure that the subject is adequately represented (through the activities outlined above).

Class Organisation and Teaching Style

Class teachers are responsible for their own class organisation in relation to music and ensuring learning complements and reflects the overall aims and philosophy of the school.

Within class, children are given the opportunity to work as a whole-class groups, in smaller groups and individually. The learning objectives, activity and resources will determine the choice of class organisation.

We try to link Music with other areas of the curriculum; this includes computing, art and dance. We believe the Arts are integrated and as such, ideas in one area generate ideas in another. *GarageBand for iPad* and *Beatwave* among other apps/programs and software, offer opportunities to develop music in conjunction with ICT. In ICT, music and sound effects from, for example, MP3s are used in multimedia presentations. Further to this, audio samples from the *London Grid for Learning* website are grouped according to theme and feel so these lend themselves to use in dance and dramatic performance.

Music also provides opportunities for teaching the following cross-curricular themes and dimensions:

Citizenship.

Culture.

Religion, Spiritual Experience and Ritual.

History.

Ethnic Diversity.

Equal Opportunities.

Personal and Social Education.

Resources

The school has a dedicated music room equipped with a range of high quality resources. Music and the age and ability of our pupils, requires the use of the following resources:

Musical instruments (including tuned and un-tuned percussion instruments).

Keyboards, Guitars, Drum kits and amplifiers.

Internet (Youtube, SingUp), audio clips, DVD and VCR recordings.

Computer-based equipment.

iPads

Recording, mixing and performance tools.

Assessment

Assessment for Learning is very important to our school and we endeavour to use assessment in order to inform and meet individual learning needs. In non-written work, children can be asked to give a 'thumbs up / side / down' response. Children are involved in self- and peer- assessment; they are encouraged to be positive yet critical thinkers of their own and others' work. Steps to Success in lessons are used when appropriate to the lesson, and often the children come up with these themselves. Teachers will assess the children's learning by using the Ranelagh Curriculum skills grid for Music and update them (whereby the level descriptors and skills also correspond to the skills grid) at the end of each half term. The areas of learning are: Creating and Composing, Performing (incorporating singing), and Listening, Reviewing and Evaluating.

For information on music assessment in the foundation stage see the Foundation Stage section above.

Reporting

A record of each child's progress will be made as part of the individual pupil reports which are shared with the parents. Parents will also be told of the progress made during Parents' evenings or other suitable times.

Coordinator Role

In summary form, the coordinators role is to:

- Care for and organise the music room and music resources.
- Maintain connections with *Newham Music*, music teachers and other music contacts.
- Disseminate information and help to ensure teachers have the opportunity for their year group to take advantage and have access to available trips or visiting professionals.
- Assist class teachers in finding and using resources and give advice on planning and assessment for learning.
- Direct school productions such as the School Show and Festival of Voices.

Resources and Accommodation

Music resources are kept in the Music Room and are managed by the music coordinator. These resources are available to all staff. At the end of each academic year, all resources are returned to the Music Room for an inventory. The care and respect of instruments is

important and must be taught to all children to ensure resources are kept in good condition. If a breakage does occur, this should be reported to the music coordinator; who will remove, repair or replace the item.

The music coordinator reviews the use of resources and their storage annually in consultation with the staff. Staff submit lists of the resources they require so that the existing stock can be added to where necessary. The purchase of resources is planned by the music coordinator and Head Teacher (based upon the music budget allocated from the main school budget). This music budget will reflect the degree of priority which music is being given in the School Development Plan for that year.

INSET Provision

The music coordinator attends regular network meetings within the borough to ensure that the school remains up to date with developments in music provision for primary schools. This is then disseminated to all teaching staff where necessary. Music INSET sessions for all staff are also delivered by the music coordinator.

Equal Opportunities

Music at Ranelagh is part of a culturally inclusive curriculum that meets the needs and represents all learners. All children are given the opportunity to take part in music lessons and the content is designed to ensure that all children can experience the excitement and enjoyment of performing.

Special Educational Needs

At Ranelagh we believe all children should be given the opportunity to express their artistic and creative potential. Children with SEND are encouraged to take part in all musical activities with adjustments or modifications made to lesson planning, instruments or teaching style to ensure that this is possible. Alongside this, the inclusion team carry out music interaction and musical therapy activities with children with SEND.

Addendum in relation to the Covid-19 Pandemic

During the Covid-19 pandemic, several adaptations to the provision of music at Ranelagh have been required. The most significant of these was the need to deliver online music learning during periods of school closure. This was delivered through a series of video tutorials recorded by the school's music specialist and class teachers to ensure that children could continue their music education at home.

Due to the restrictions on mixing of students in school and to ensure that the school's own risk assessment was adhered to, instrumental lessons have been delivered through video tutorials for the Autumn Term, with face to face lessons returning during the second half of Spring term as the risk assessment allowed.

Throughout the year, work has been ongoing to ensure children have access to high quality music teaching and performance opportunities. This has meant a larger proportion of music teaching has been delivered outside of the school building to ensure that children can sing and perform safely.

As restrictions ease, the music coordinator and schools leaders will focus on reintroducing elements of the music curriculum that have been more difficult to address through virtual learning and identify any areas of concern. The music coordinator will then work with class teachers to diminish these gaps whilst ensuring that all children continue to have access to an exciting and challenging music curriculum.