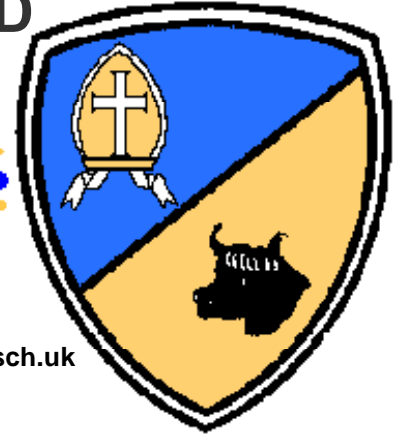


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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MUSIC POLICY

Date of Policy: 2016

Review Date: 2019

Who wrote the policy?

This policy was drawn up by the Music leader, in consultation with the Wigan Music Advisory Service, reflecting the philosophy and practice of National Guidance¹ and advice on education in the primary sector.²

Purpose & Philosophy

This policy reflects the School's values and philosophy in relation to the teaching and learning in music. It is intended to help us to monitor and evaluate our practice.

Music is a powerful, unique form of communication. By engaging pupils in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of music
- develop and extend their own interests and increase their ability to make judgements about the quality of music;
- acquire the knowledge, skills and understanding needed to create, play and perform music;
- develop skills and attributes that can support learning in other areas and that are needed for life and work. This includes listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

This document is also intended to communicate our philosophy and practice to others (e.g. parents, governors, colleagues, new staff members, students, inspectors and LA Advisers).

¹ 'Every Child Matters: Change for Children in Schools' DfES 2004

² 'Excellence & Enjoyment' dfes 2003

Aims & Objectives

- To provide a variety of activities to give the pupils opportunities to develop specific music skills and to experience enjoyment of music.
- To provide a broad and balanced programme of musical activities based on, but extending, the National Curriculum for music.
- To enable pupils to:
 - 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;
 - develop the skills of performing, composing and appreciating music.

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard in music as possible.

Musical activities will also help to develop pupil's general creativity and expression, self-confidence, personal and social skills and also give them the opportunity to express feelings that cannot easily be put into words.

The Curriculum

- The National Curriculum programmes of study set out what most pupils should be taught at each Key Stage.
- Learning intentions for lessons are drawn from the year overview music planning. Planning is also informed by observation and assessment and evaluation of lessons.
- Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. The progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.
- The 'Charanga' scheme supports the music curriculum throughout the school. This is used to enhance key skills planning. Charanga is an online resource that includes planning for each year group with differentiated lesson ideas, audio tracks and notation; this incorporates teaching tips and video clips that can be used to support the teachers and pupils in their understanding of music and provide a stimulus for learning.
- Music is taught through cross curricular key skills planning where appropriate. For example: Rainforests in Year Three and Tudors in Year Four, where Tudor music is used in Dance lessons, thus increasing children's understanding of the period. Technology is incorporated into the music curriculum through the use of CD ROMS, software and resources which can be used with the class computers or Interactive White Boards. Music supports learning in other areas of the curriculum within the topic themes for each class.
- In Key Stage Two children have access to whole class instrumental tuition in order for them to play as an ensemble and learn musical notation.
- In order to promote a sense of achievement, activities are planned taking account of differentiated learning needs. This is particularly true for composing, where access is allowed to a variety of instruments and resources, including computer software, for

children to use at their own ability level, and for responding to or discussing music, where all contributions are valued.

- Staff also have access to the *Sing Up* website and *Greater Manchester Music Online* where resources and activities can be accessed to enhance the pupils' learning.
- Key Stage Two have an annual 'History of Music' week where the pupils in each year group have a focus period to study through English and other cross curricula lessons.

These cross-curricular links address the Excellence and Enjoyment agenda.

The Early Years Foundation Stage

Children in the Early Years Foundation Stage follow a programme of musical experiences which will fulfil aspects of some of the Early Years Foundation Stage Profile strands, particularly within the Expressive Arts and Design strand of the Early Years Foundation Stage curriculum. They are given opportunities to explore musical instruments and pattern making, and to listen to and create their own music. Musical experiences also contribute to children's learning in other areas of the Early Years Foundation Stage curriculum, for example personal, social and emotional development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Links are also made with the physical development of the children when music and movement are linked together.

The contribution of music to teaching in other curriculum areas:

- **English**
- Music contributes significantly to the teaching of English in our 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. They use reference books, and develop research skills, when finding out about the history of music and musicians. Pupils in Key Stage Two also write their own lyrics for songs. 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. Pupils 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.
- **Personal, social, health, emotional (PSHE)**
- Music contributes significantly to the teaching of personal, social, health, and emotional 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 also 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.
- **Spiritual, moral, social and cultural development**

- Creating, performing or listening to music is sometimes a moving and even spiritual experience. Pupils at St Luke's are given the opportunity to perform by singing or playing instruments in worship and assemblies. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our 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 and Computing**

- Computing enhances the teaching of music, where appropriate, in all key stages. Pupils also use technology to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and they record their own compositions. They experiment with editing voice recordings, which involves the use of a digital sound recorder. They also use Ipad apps such as 'Launchpad' and 'garage band' to enable them to create layered, digital music. Children also use technology to improve the presentation of their work.

- **P.E. and Dance**

- Dance lessons include the use of music for children to listen to and interpret through physical and expressive movements. Children sometimes create their own musical recordings within music lessons and later add movements to these during dance lessons.

The role of the teacher

The planning and delivery of music is the responsibility of the class teacher and is taught using a variety of groupings and a range of teaching styles, both formal and informal, as appropriate to the material being taught.

The role of the subject leader

- To be responsible for the standard of children's work and for the quality of teaching in music and to provide a strategic lead and direction for music in the school.
- To review, develop and update the policy and scheme of work in line with new curriculum developments.
- To support colleagues in planning, implementing, monitoring and assessing music and to inform them of any developments and course literature to further their own knowledge.
- To raise and maintain the profile of music throughout the school.
- To provide the head teacher with a bi-annual summary report that evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Liaison with others

- Links with outside agencies enrich and guide our teaching of music at St. Luke's. Wigan Music Service provides the school with both school based and centre based support and a source of advice on the Music curriculum, policy and practice.

- Currently specialist teaching is used throughout the school for instrumental lessons.
- Links with the community are fostered through concerts and performances to which members of the public are invited.
- Professional agencies are invited into school as and when appropriate in order to enrich and develop the children's access to musical experiences.
- Those children who are developing instrumental talents will be encouraged to use their skills in a formal and informal context, for example in concerts and creative music sessions.

Equal Opportunities/Inclusion

- Music forms part of the school curriculum policy to provide a broad and balanced education to all children. At St. Luke's we provided equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour/views are positively encouraged. All children will have equal opportunity to reach their full potential, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual 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, for example 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

- Pupils demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. During and on completion of units of work, the teacher assesses the work and gives oral or written feedback, when appropriate, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. Teachers make a summary judgement about pupils' musical skills and understanding in relation to the age related expectation. We use this 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.
- Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching styles and 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 in relation to the age related expectation. This helps ensure that our teaching is matched to the pupil's needs.

Reporting to Parents/ Guardians

- Parents are informed of their children's efforts and attainment in music in the written report they receive each summer from school.
- They have the opportunity to hear their progress through attending assemblies and concerts.
- A reporting system for Instrumental Teaching Provision (ITP) is in place. Information about progress and ability is sent to parents, with parents' evenings being organised by ITP staff for parents who wish to attend.

Resources

- Space is allocated around school for general music resources. Some smaller instruments are kept in the classrooms, especially in the Early Years Foundation Stage and Key Stage 1 to allow for exploration of sound making.
- A number of resources are used which incorporate technology into the music curriculum throughout the school.

Monitoring and Review

This policy will be reviewed in 2019 (or before, should changes need to be made in the light of new local or national government initiatives).

