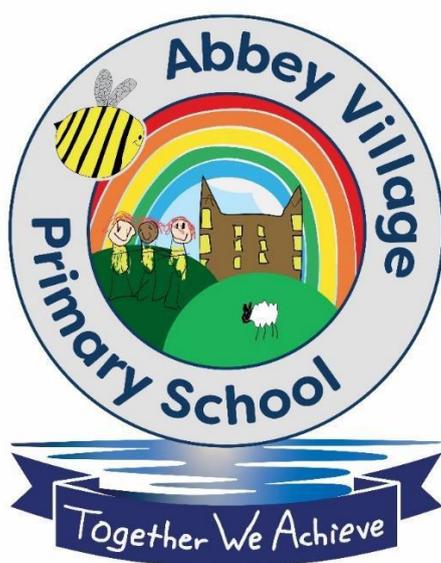


Abbey Village Primary School

Music Policy



The Music subject champions are:

Shelley Bennett and Cassandra Wharmby

Policy Reviewed **Annually**

Initially present to Governors October 2020

Last Review **October 2023**
Next Review- **October 2024**

Abbey Village Primary School Music Policy

Introduction

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. Music reflects the culture and society we live in, and so 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 also 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 the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

Our aims in teaching music are that all children will:

- Participate, enjoy singing and joining in musical activities.
- Develop an ability to control sounds through singing and playing.
- Create and develop musical ideas.
- Perform with confidence and enjoyment.
- Develop appraising skills by responding and reviewing.
- Develop listening skills and applying knowledge and understanding.

Teaching and Learning Style

The emphasis in our teaching of music is on stimulating the children's enquiring minds, promoting enjoyment and engagement, and developing confidence and performance skills. Wherever possible music will be made real to the children by offering opportunities for direct experience, practical activities and exploration.

Music is a skills-led subject and can be taught in a dedicated lesson, through a cross curricular approach supporting/supported by other subjects, instrumental lessons and ensembles. A scheme of work (Charanga) is used as a resource to support teaching of skills/objectives. Each class has a 2 or 3 year rolling programme and the units in the programme are designed to cover a broad range of skills that are progressive over time so that children are building on prior learning. Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work. Many of the learning objectives from the ongoing skills are also practised during whole school singing time and celebration assemblies. Children can take part in weekly choir and the Junior children are invited to perform in the 'Chorley Big Sing' which is a collection of local school choirs performing together. The children are also invited to perform for other groups in our wider community such as local care and nursing homes.

School Ensemble

In upper and lower key stage 2, All students are provided the opportunity to learn to play ukulele. At Abbey Village Primary School we use Front Row Music to deliver ukulele lessons. The children build on their knowledge and skills over their time in from Year 2 to Year 6. The children have several opportunities to perform to live audiences across the year.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is also organised by Front Row Music. Parents and Carers who want their children to participate in the scheme will pay additional music lesson fees on a termly basis, however students at Abbey Village Primary School are loaned instruments free of charge. These lessons are taught to individuals and small groups of no more than 4 pupils. Pupils receive tuition in guitars, ukulele and piano and are taught by professional tutors. This peripatetic music teaching is in addition to the National Curriculum music teaching of the school, and usually takes place during lessons, from which children are withdrawn for the duration of the instrumental lesson.

EYFS

Area of learning and associated Early Learning Goals:

Music is taught in the early Years Foundation Stage (EYFS) within the area of Expressive Arts and Design

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design, art, music, dance, role play and stories.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that encourage them to make connections between one area of learning and another. By the end of the Foundation Stage pupils have a firm foundation on which to build on in Key Stage 1.

Key stage 1 and 2

At Abbey Village primary school, music is taught using Charanga Musical School.

Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

The Units of Work are divided into 6 steps, which are spread across a half term. The activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

Within each unit of work:

- Children make their own individual contribution within the class in a variety of practical ways:
- Recording may be informal and/or through other curriculum areas:
- Relevant discussion is encouraged:
- Children are always encouraged to communicate their ideas in a variety of ways:
- The use of I.C.T. to develop, support and enhance and personalise learning where appropriate:
- Tuned and untuned instruments are used a appropriate:
- A variety of recorded music is used to support their work.

Progression

Our school long term plan is a rolling programme designed to ensure that the national curriculum requirements are covered over a period of 2 years. At Abbey Village we also have a progression in skills document which is used to assist staff in ensuring a clear progression from key stage 1 to lower and upper key stage 2.

Cross-curricular Links

Elements of music can be incorporated in most other subjects as is appropriate:

Maths/English – counting songs/patterns, inspiration for story writing, rhymes, rhythm and raps.

Science – investigation of sound, aid memoire to processes/formulas.

Geography/History – investigation of composers, instruments as to their origins, culture and influences and use in society/communities.

P.E. – supporting dance and movement

R.E. / P.S.H.E. – understanding and respecting other cultures, use of hymns and songs for reflection, events and occasions.

Art – visual stimulus for drawing/painting, inspiration, graphic scores.

D.T. – design of and construction of instruments.

I.C.T. – research, use of recording equipment, sound system, keyboards electronic impressions.

Homework

This can be used to support music as the class teacher finds appropriate. All instrumental tuition requires daily practice as agreed on the outset of the children beginning the instruments. The choir will also issue the children with words of songs and dramatic prose to learn as appropriate.

Excellence in Music is celebrated in performance and in recordings including:

- School, class and group assemblies celebrating music making.
- Individual or group performances during our Spring Music Festival.
- Performing to other classes.
- Presenting samples of work.
- Certificates and presentations.
- Performing to parents and members of the wider community, either on the school premises or externally.
- Listening to and sharing children's work, be it individual pieces, group or whole class compositions.
- Oral feedback by the children to the rest of the class.

Assessment in Music

Formative assessment is continually used, identifying each child's progress, determining what each child has learned and what should be the next step in his/her learning. Progress is noted through annotated planning and reported on annually in the academic reports. Class 'Floor' books regularly document children's participation in music sessions and evidence skills taught through photos and annotations.

Equal Opportunities

It is the responsibility of all teachers to ensure that all children, irrespective of SEND, gender, ethnicity, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this. The subject leader is responsible for drawing up this policy. It was developed through a process of consultation with the teaching staff and has since been periodically updated by the subject leader.

Resources

There are sufficient resources for all music teaching units in the school. We keep a selection of instruments and other resources for music in the room of Endeavour. The library contains a selection of non-fiction books with links to music, musical instruments and the history of music. Our ICT equipment further enhances this learning and is used when appropriate

