



ZETLAND  
PRIMARY  
SCHOOL

Music

Policy 2016

Policy confirmed by the Governing Body of Zetland Primary School on:

Date: September 2016

Signature:

(Chair of Governors)

To be reviewed on: September 2018



## Introduction

At Zetland Primary School, we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, knowledge and understanding. This reflects the ethos and aims of the school and staff, supported by the Mission Statement.

This document is a statement of our aims, principles, processes and strategies for teaching Music at Zetland Primary. The policy has been reviewed/revised in September 2016 by the present Music Leader and is in line with The National Curriculum and The EYFS documentation.

### Rationale for Music in the Primary School

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. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness.

### Aims

The following aims correspond to the relevant subject guidance and the EYFS documentation.

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing the ability to make judgements of musical quality;

- acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music related career;
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

### All key stages

At all key stages, music teaching should:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### POLICY FOR MUSIC

September 2016

In KS1, children will follow the music planning, which will enable through knowledge, skills and understanding to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

In KS2, children will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition,

organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

They will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

### Building on children's earlier experiences

Before embarking on Key Stage 1 work, many children will have attended nursery and reception classes where they will have had the opportunity to sing, explore sounds and dance and/or move to music. In particular, they will have recognised and explored how sounds can be changed; sung simple songs from memory; recognised repeated sounds and sound patterns; and matched movements to music. They will also have communicated their ideas, thoughts and feelings by singing a variety of songs and using musical instruments.

These experiences should be recognised and built upon by;

- maintaining an emphasis on action songs, especially in the early part of key stage. Cross curricular links are often made, for example the use of songs and rhymes to support learning in Maths
- making music fun, for example by using musical games to extend skills and the understanding of musical concepts
- recognising that individuals are likely to respond in very different ways and that this needs to be encouraged while also increasing their awareness of others in group and class performances

## Planning

Teachers plan music in Teams termly or half-termly following the agreed Key stage 1 and 2 framework document and EYFS documentation. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

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

## Teaching and Learning styles

Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities. In our 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. Singing lies at the heart of good music teaching. 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. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces 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 often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

Teaching will differ according to context of the lesson but will usually consist of whole class / mixed ability group work and individual contributions.

## Classroom Management and differentiation

A variety of teaching and learning styles and strategies will be used to suit both the needs of the children and the nature and purpose of the activity. We recognise that in

all classes, children have a wide range of musical ability, and so 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 (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks to each ability group
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children
- providing specialist support where individual children have particular gifts or talents

### Recording of Work

There are a variety of ways in which children are encouraged and expected to demonstrate their knowledge and understanding. For example:

- talking, discussing and appraising
- use of digital recording devices to record compositions
- drawing, sketching and writing in response
- whole class or group compositions
- school or class assembly themes
- display work
- using computer programs
- singing

### Marking

Children's written work in this subject will be marked in accordance with the agreed school's marking policy.

### Assessment and record keeping

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In all year

groups each unit of work for the subject will be assessed against expectations for each pupil in medium term planning, which are to be found on the school Target Tracker computer system.

### Evaluation

Individual teachers evaluate the success of their teaching each week, where necessary suggesting future improvements to their short term planning. Half-termly/termly evaluations are fed-back to the subject leader and head teacher. The leader can then act on any areas which need attention in each year group.

The music leader has access to every teachers' medium term planning and will work with classroom teachers to build in a system of reviews to help them follow and improve the school's policy and scheme of work.

The subject leader will also have the opportunity to evaluate the subject through direct observation of its teaching at agreed times in the year.

### Extra- curricular music

Extra -curricular music plays an important role in the life of Zetland Primary School. Children are encouraged to take part in various performances, both in and out of school. They are also given opportunities to listen to various visiting musicians and to participate in music workshops, for example, Samba and Taiko drumming workshops. These workshops and others led by Tees Valley Music Service (TVMS) also provide a dual role in giving CPD opportunities for teaching staff. TVMS are now the lead partner in the 'Music Education Hub' for Tees Valley schools, which provides greater access to musical activities.

All these activities provide valuable ways of linking with the local community, parents and also to liaise with other schools. These links will vary each year. This will reinforce the fact to the children that music should be shared and should be seen as an exciting way of communicating and reaching out to others.

### Additional music teaching

#### Singing



Singing is a strength of the school. It is promoted through a variety of learning opportunities, including 'Singing Together' sessions in both Key Stages and the performing of songs in assemblies.

### **Musical Instruments**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Tees Valley Music Service

(TVMS). Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the viola, violin, cello, clarinet, flute, trumpet or trombone. This is in addition to the normal music teaching of the school, and usually takes place during lunchtimes or during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

### **Resources**

All the music resources are situated in the hall with access for all classes. Most of the instruments, books and CDs are kept within the hall cupboards and children will be taught from an early age how to use and care for these resources. Teachers should ensure that all equipment is returned to its correct place ready for the next class to use.

The music leader will be kept informed of any breakages or resources going missing so that they can be repaired or replaced.

### **The role of the Leader**

The leader will provide, where necessary, positive and appropriate support to all teaching and non-teaching staff. The leader will have an overview of continuity, progression and assessment throughout the whole school related to the teaching and learning of music. Termly objectives will be set to further improve the quality of music throughout the school.

He/she will have access to whole staff planning as well as occasionally having access to class bases during music activities. (This will monitor continuity, quality of teaching and learning and progression in line with National Curriculum expectations). Feedback of new developments, resources or information from CPD will be given to

appropriate Team leaders, year groups or individuals. He/she will ensure that, within budgetary constraints, a wide range of appropriate resources is readily available and utilised effectively.

### Equal opportunities

The Music programme is devised for all children attending our school. There will be no barriers to access or opportunity based on race, sex, ethnic group culture or ability. Teachers will be required to treat all children as individuals with their own abilities, attitudes and differences. Children will be provided with the opportunity to work as individuals and as part of a variety of groups where groupings have been considered with relation to the children's education needs.

### SEND

All children will be provided with relevant, appropriate, and at times challenging work in this subject. All children will have access to all areas of Music wherever possible reflecting principles of the school inclusion policy i.e.

- a) setting suitable learning challenges for all pupils
  - b) responding to pupils diverse learning needs
  - c) overcoming potential barriers to learning and assessment of individuals and groups
- Curriculum planning and assessment will therefore take into account the type and extent of those special needs related to each identified pupil - e.g. physical disability, specific learning difficulty and gifted and talented.

In many cases the action necessary to respond to an individual's requirements for such curriculum access will be met through greater differentiation by task, by outcome or progression with targeted and appropriate resources available where necessary.

### Gifted and Talented

Individual teachers may recognise children who have a special talent in music. These children will be given the opportunity to work at an advanced level during lessons, by performing, composing and sharing their skills with the class.

### Computing and Music

Children will be given the opportunity to use computer programs, such as Garageband (Apple). This shows that music can be made through mediums other than instruments and voices. Performances may be recorded on ipads or other media.

### Health and Safety

The children are taught how to use all instruments correctly and safely follow the LA guidelines. Instruments are stored appropriately and health and safety issues are to be considered when moving heavy instruments for use.

### Policy Review

A review of this Music Policy will take place in the September 18



2019.